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AUTHOR	Baldwin, Jill, Comp.; Kielbaso, Gloria, Comp.
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ABSTRACT

This manual contains nine learning modules on sex equity topics contributed by state sex equity personnel from Arizona, Colorado, Illinois, Michigan, Nebraska, Ohio, New York, Nevada, and Virginia. Each module provides one or more lesson plans for learning activities that combat traditional sex role stereotypes and behaviors. Information is included on setting up the activities, resources, time frames, and audience; handouts and transparency masters are provided in many cases. The modules cover the following topics: career stereotypes, an icebreaker for gender stereotyping, media influence on sex role stereotyping, successful life skills curriculum, marketing and public relations for vocational education programs, managing sexual harassment, preparing to meet the needs of hard-to-serve adult reentry students, "boys will be boys" (male role stereotypes), and nontraditional occupations and comparable worth. (KC)

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Working Together:

A Sex Equity Training Manual

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WORKING TOGETHER:
A Sex Equity Training Manual

The idea for this manual was generated during the 9th Annual NLDCVSEC Conference in an attempt to share the most current trainings developed and utilized by sex equity coordinators in the United States. We would like to thank each one of the contributors for their time and energy as well as acknowledge that this manual is only a small representation of the extensive efforts by sex equity professionals throughout the United States to achieve the goals and objectives set forth by the Carl Perkins Act.

Compiled and Edited by:

Jill Baldwin
Gender Equity Coordinator
Michigan Vocational and Career Education Center

and

Gloria Kielbaso, Ph.D.
Co-Director
Michigan Vocational and Career Education Center

Michigan Vocational and Career Education Center
133E Erickson Hall
Michigan State University
East Lansing, Michigan 48825
517-353-4397

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Lola Jackson, State Director
Michigan Vocational-Technical Education Service
Michigan Department of Education

Sherry Anderson, Sex Equity Coordinator
Michigan Vocational-Technical Education Services
Michigan Department of Education

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Arizona

Training Contributed by:
Beverly Bibolet Burns
Metro Technical Vocational Center
1900 West Thomas Road
Phoenix, AZ 85015
602-271-2609

State Sex Equity Coordinator:
Jenny Erwin

Labels That Limit Us

"LABELS THAT LIMIT US"

A) Topic CAREER STEREOTYPES

B) Introduction

Many people believe that only certain jobs are right for females and that other jobs are right for males. This influences the ways in which they prepare themselves for jobs or careers, and the jobs or careers in which they seek employment.

Career stereotypes are propagated in many ways. Often we are not even aware of these stereotypes and we accept them as facts or reality. Peers, parents, T.V. programs, cartoons, advertisements, movies, textbooks and storybooks are among the things that can propagate career sterotypes.

Research shows that there are few basic differences in job-related abilities between men and women. Most of the 35,000 occupations in today's work force can be done by either females or males.

There are currently many opportunities available for both men and women in nontraditional areas.

Nontraditional jobs may more nearly match a person's interests, aptitudes and lifestyles.

Many women, expecially those who must support themselves and their families, will find that nontraditional jobs offer better pay and opportunity for advancements.

It is generally best to consider a wide variety of career options before making a career choice. If a person narrows the choices prematurely, he or she might overlook some of the most optimal choices.

C) Time Need - 1 1/2 - 2 hours

D) Materials Needed

Labels
"Dreams of Flying" Video

E) Agenda

1. Introduction
2. "Labels That Limit Us" Activity
3. "Dreams of Flying" Video

F) Objectives

1. To expand awareness of career stereotypes

2. To encourage students to expand career options

G) Activities

1. "Labels That Limit Us"

    a) If time permits allow participants to process in small groups

        * How did label make them feel?

    b) Large group discussion

        * Do career stereotypes make a difference?

        * How can we change attitudes about nontraditional careers?

2. "Dreams of Flying Video"

    a) Discussion of career stereotypes and cultural expectations

H) Wrap - Up

I) Resources

"Dreams of Flying" 20 minutes
Available through:

Circle Project
California State University
655 University Avenue Suite 109
Sacramento, California 95825

Cost $30.00

LABELS THAT LIMIT US

CAREER STEREOTYPES

* Ask other participants for one word (stereotypic adjective) that describes their reaction to the label on your back.

* Ask participants one question that can be answered by yes or no about who you are.

* When you guess who you are, continue to add to your list of words until all ten blanks are filled.

CAREER LABELS

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

POSSIBLE LABELS

Female Truck Driver

Male Nurse

Welfare Mother

Male Secretary

Female Plumber

Male Cosmotologist

High School Dropout

Homemaker

Female Auto Mechanic

Child Care Worker

Secretary

Hispanic Female

Single Mother

Female Heavy Equipment Operator

At Risk Student

(Any Career Stereotypes may be used as desired to fit lesson)

(Words written on name tag labels and affixed to participants' back.)

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Hispanic Female

Single Mother

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At Risk Student

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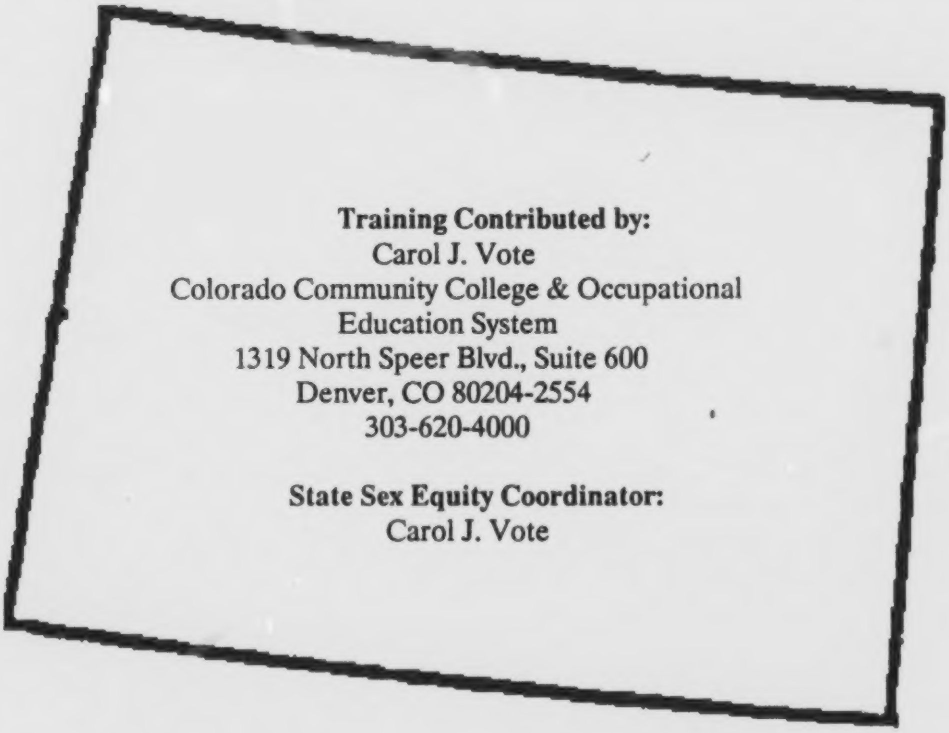
Colorado



Training Contributed by:
Carol J. Vote
Colorado Community College & Occupational
Education System
1319 North Speer Blvd., Suite 600
Denver, CO 80204-2554
303-620-4000

State Sex Equity Coordinator:
Carol J. Vote

An Icebreaker for Gender Stereotyping

SEX EQUITY TRAINING MODEL

State: Colorado

Topic: An Icebreaker for Gender Stereotyping

Introduction: The icebreaker training session is a simplistic, fun, group involvement activity which calls upon participants to be honest with themselves and aware of their colleagues' attitudes pertaining to gender stereotyping.

This activity has been labeled, "icebreaker", because of the interaction it generates among groups. It is an activity which can be used with ages 5-6th graders through adult; and can be geared to the audience age.

Time Needed: Minimum: 30 minutes. Maximum: 4 hours. The content of the activity allows for a facilitator to get the point across if only a minimal amount of time is available - e.g. a faculty meeting or to provide an in-depth examination of attitudes followed with suggested solutions and the development of action plans to eliminate stereotyping.

Materials Needed: 1 roll masking tape. 6-10 markers. 1 blank sheet of flip chart paper for every 5-10 participants plus 6-10 blank sheets of flip chart paper for summary.

Agenda:

I. Introduce facilitator

II. Give an overview of the presentation (day's) activities with a statement of anticipates outcome: To make the audience aware of gender stereotyping and to identify prominent stereotypes and the reason for their distinction.

III. (a) Ask participants to take out a slip of paper and write down 10 words which describe a female and 10 words which describe a male.

(b) Ask the participants to move into groups of 5 or 10 (depending upon the size of the total group). Have at least 3 persons per group - preferably gender mixed.

(c) Ask participants to: 1. Compare their lists. 2. Select any terms which were similar. 3. Discuss/defend the terms they listed. 4. Agree and Select 5 terms for female and 5 terms for male.

(d) Ask the participants to select a group recorder. Request the recorder to write the group's 5 female and 5 male terms on the master sheet.

(e) Post the master sheet on the wall. (facilitator)

(f) Give the participants a few minutes to review the master sheets.

(g) Circle any common terms selected by the groups. (facilitator)

(h) Open discussion to participants regarding the circled terms - e.g. why were these the popular terms? What do they mean? What impact do they have on today and for Workforce 2000? Initiate audience participation.

(i) Examine the whys and impact of the remaining terms. (facilitator)

(j) Relate the terms to workplace, home, school, community. (facilitator)

(k) Discuss the groups' feelings about the terms.

(l) Solicit audience identification of potential solutions for overcoming gender stereotyping.

(m) Bring to closure - summarize solutions. Ask participants to develop an Action Plan - e.g. how they will impact/overcome stereotyping in their home, school, workplace, community.

Objectives: To utilize common terms used daily by everyone which are a product of people's attitudes and are gender stereotyping to raise the conscious awareness of the participants that gender stereotyping is alive and well in today's society regardless of the efforts and laws to eliminate it.

Activities: Note agenda

Wrap-Up: See agenda

Overhead and or xerox master - It is recommended using any gender stereotyping cartoons/articles in files to visually re-enforce the activity during closing comments.

Resources/Bibliography: None

equityactivity.txt

Illinois

Training Contributed by:
Christina Lionts
Illinois Vocational Curriculum Center
Sangamon State University, Office F-2
Springfield, IL 62794-9243
217-786-6375

State Sex Equity Coordinator:
Joe Turek

Media Influence on Sex Role Stereotyping

MEDIA INFLUENCE ON THE DEVELOPMENT OF GENDER ROLE IDENTIFICATION

It is impossible to understand social and cultural expectations of individuals without a knowledge of the working of the media and its powerful influence upon us.

Through this module, four types of media will be examined, surveying how the various types portray men and women.

Media types include:

A. Television	commercials programs
B. Music	records or radio
C. Magazines	news special interest "women's" "men's"
D. Newspaper	

Purpose of the Activity

Audience will be able to:

1. identify forms of sex-role stereotyping in various types of media;
2. increase awareness of the role of the media in developing and reinforcing sex role stereotypes;
3. compare and contrast media and reality and identify reasons for any differences; and,
4. identify ways that bias and stereotyping or gender equity can be reinforced by various forms of the media.

Media Influence Upon Sex Role Stereotyping

Pre/Post Test

Answer the following questions true or false.

_____1. The media has a powerful influence upon the social and cultural expectations of individuals.

_____2. Men dominate in all forms of TV advertising, including those aimed at household chores.

_____3. Our music has changed greatly during the last decade, with most lyrics portraying an equitable view of men's and women's lives.

_____4. Current television programs provide an accurate presentation of women and men.

_____5. Outdated concepts portrayed in TV reruns can be more harmful to sex role identification than reality.

_____6. The media provides a subtle and complete role definition of "male" in our society.

_____7. It is important to encourage children to challenge stereotypes presented by the media.

_____8. Bias in occupational, home and social roles is prevalent in current magazines.

_____9. Male voices are used predominately to explain product virtues in TV commercials.

____10. In most forms of the media, men are seen as aggressive and active, while women are deferent and beautiful.

____11. In most news reports, it is the male who is usually interviewed.

READINGS

We are all motivated by the need for universal acceptance which results from the assimilation of the same attitudes that predominate our immediate environment. For many, the media industry provides the major vehicle for contact with the world outside family and home. The media exerts a powerful influence on the thoughts, feelings, attitudes, beliefs and even the behavior of the viewers. The influence of the media is so strong that it could be associated with a form of brainwashing. The average American is continually bombarded by media containing advertising-newspapers, radio, magazines, television, billboards, direct mail, bus and subway ads, cereal boxes and on and on. Advertisement's main function is to get people to buy a product or service. It is designed to appeal to a consumer's basic need or to create a need the consumer would not otherwise have. Thus, advertising either reflects the values of society or it becomes a means of influencing our societal values.

As we look more closely at the messages from media, sex associated characteristics become obvious. The universal maximum regarding males and females appears to be that men should be rugged, aggressive, competitive, independent, strong and unemotional; while females should be their opposite by being beautiful, submissive, noncompetitive, dependent, weak and emotional. Most print ads and commercials portray women according to four basic stereotypes:

1. Woman's place is in the home.
2. Women do not make important decisions or do important things.
3. Women are dependent and need male protection.
4. Men regard women primarily as sex objects and are not interested in them as people.

Inaddition, if a woman is portrayed as a working woman, rarely is the job less than terrific, even though in reality 8 out of 10 working women are in low prestige occupations.

TV advertising provides, perhaps, the most direct picture of the lives of adults and among the most universal of role models to individuals of all ages. Stereotyped male/female status is clearly shown in these TV commercials. A vast majority of announcers are men. The powerful, unseen voice that is so assertive and informed is usually a male one. Many commercials depict women deferring to the male voice, who explains things to them. This male dominance even extends to housework, an area that is generally accepted as an area men know little about. It is all too apparent that it takes a man to understand the virtue of a product well enough to explain it. Overall, the message is that men are powerful, knowledgeable and better able to advise viewers on which product is best. For women, one can quickly assume from the commercials, that they are to be beautiful and are greatly concerned with the cleanliness of their family. Dirt, a major issue in ads portraying women, appears to create a monumentally distressing effect upon them. Women are portrayed to be totally absorbed in the drudgery of cleaning and cooking. Thus, the all pervacious lesson we learn is an unequal one- each sex being relegated to traditional gender related roles.

Most individuals spend an enormous amount of time in front of the TV set, watching a steady stream of shows that reinforce stereotypic views of men and women. It is alarming to consider that the average school age child will spend more time infront of the television than in the classroom. And few children can boast of nearly so much one to one interaction with a parent. Thus, the image of the lives of men and women is not in the control of parents or teachers, but rather the scriptwriters and advertising agencies.

Analysis of popular television programs shows how TV perpetuates sex role stereotyping. First of all, the number of male leading roles far exceeds the number of female roles. Secondly, behavior separates the sexes, with males being portrayed as aggressive and constructive and females more often being deferent. Most of the time, women are seen in a variety of underachieving roles. Most commonly, female roles that have a successful social relationship with men occupy lower levels of achievement. While those at higher levels, generally are portrayed as either unmarried or unsuccessfully married. And usually, the TV show attributes the marital failure to the interfering effect of the woman's employment.

Even cartoons reinforce the stereotypic view of men and women. Try to imagine Bugs Bunny as a woman! Every Muffet is also a recognizable female or male. Superhero cartoon characters are almost exclusively male. It is not difficult to identify the message that is learnt every Saturday morning by the children who watch these cartoons.

Recently, there has been a resurgence of programs popular 15 to 20 years ago. As adults, we find these jaunts down memory lane to be very enjoyable. However, we fail to recognize the attitudes and values these shows portray and how quickly our children assimilate them. As we look at some of the more popular reruns, such as Gilligan's Island, I Dream of Jeannie, the Andy Griffith Show, etc., we can quickly identify very large amounts of stereotyping behavior. Although entertaining, these shows provide outdated concepts of male and female roles that can be more powerful, more persuasive and more damaging than the reality that surrounds the child.

The 6 and 10 o'clock news is another area that continues to perpetuate the idea of male importance. As we watch reports of political, military and economic events, it quickly becomes evident that the majority of the people portrayed, interviewed, listened to, etc., are men. The message is quite clear that it is mostly the men that have something important to say or do about our political and economic lives. It is encouraging, that over the last several years, more women are on news programs as reporters, newscasters and occasionally anchors. Hopefully, these women will become modern day role models, reflecting women as competent, thinking and important people.

The elimination of sex stereotyping in prime time TV is taking place, however it is very slow. Recently, men have been portrayed with a wider range of emotions, being more caring, more involved; and women are shown as working outside of the home, and no longer exclusively tied to the family and the house. But these changes are in the minority and as we analyze the types of programs for our viewing, one can quickly see the continuation and perpetuation of the same stereotyped roles.

Not to be neglected is the cumulative effect of the images flowing from other media. Rock music and popular songs tend to reinforce stereotyped ideas about males and females. Women are expected to tolerate any form of male behavior and remain patient and understanding. Songs often suggest that happiness for women depends on their ability to handle men and accept the helpless role. Men in songs, on the other hand, are more active and are interested in other things besides their emotional relations with the opposite sex.

Up until now, the emphasis of concern has been upon the stereotyping effect upon women. But it is not surprising that men are equally stereotyped in their roles as portrayed by the media. The media has provided us with a process of subtle and complete role definition of "male" in our society. Repeatedly, over the years, the males we have been given as role models to admire and imitate, dominate others, are tall and often brutal, overwhelming women by physical force which is to be both firm and tender. These men appear to be super men overcoming women and "lesser" men by sheer determination and will, involving competence, experience, rationality and charm. In other words, role models bigger than life!

The media, in all it's dimensions, is an important factor within the lives of all of us. We are impacted by some form of media from a very early age. As we, as individuals, form our basic assumptions, regarding gender activities, the impact of the messages being presented need to analyzed. A female not trained to challenge stereotyped presentations is not likely to consider herself a candidate for a life style or career requiring self assertion, decision making, physical exertion, authority or responsibility; a male is not likely to view females as his equal, or even as interesting except in a romantic sense. As educators, we need to alert society to the impact of these programs and to provide the awareness of their impact and the encouragement to demand change.

Supplemental Readings

Adams, Carol, Messages and Images. Campbell, CA: Academy Press, 1976. (658.3042 ADAM 1976-1 Book 3)

One of a series about sex roles imposed on girls and boys in our society, written for young people in school, college, and at work, and for their teachers and parents.

Brooks-Gunn, Jeanne, He & She: How Children Develop Their Sex Role Identity. Englewood Cliffs, NJ: Prentice Hall, Inc., 1979. (658.3042 BROO 1979-1)

Presents a developmental account of the socialization of sex roles from prenatal and neonatal periods through adolescence.

Farrell, Warren, The Liberated Man: Beyond Masculinity: Freeing Men and Their Relationships with Women. New York, NY: Bantam Books, 1974. (658.3043 FARR 1974-1)

Examines the real problems men face. Offers a positive, practical alternative for men who have carried the burden economically, emotionally and physically.

Miles, Betty, Channeling Children: Sex Stereotyping in Prime Time TV. Princeton, NJ: Women on Works and Images, 1975. (658.3042 MILE 1975-1)

Reveals the extent of sexism in character casting in the number and nature of occupations depicted in the economic patterns projected.

Tuchman, Gaye, Hearth and Home: Images of Women in the Mass Media. New York, NY: Oxford University Press, 1978. (658.3042 TUCH 1978-1)

This anthology of readings on television, magazines, and newspapers tried to understand more about media impact on the images of women.

These resources can be obtained on a 30 day, free loan basis from :

Illinois Vocational Curriculum Center
Sangamon State University
Building F-2
Springfield, IL 62794-9243

1-800-252-4822 or 1-217-786-6375

Magazines and the Real World

Objective: Students will be able to identify ways that bias and stereotyping or sex equity can be reinforced by various magazines.

Materials: Wide assortment of magazines, including: news, special interest, "women's", "men's", teen's.

Directions: You will need to check as many different kinds of magazines as possible. Name each magazine and try to fill in as much of the following chart as possible.

(The results of this chart should tell you the audience that this magazine publisher has in mind).

ADVERTISEMENTS

Number	Men	Women	Girls	Boys
In Action				
Aim of product sale				

(The results of this chart should tell you the audience that this magazine publisher has in mind).

Pictures	Men	Women	Girls	Boys
Number in Action				
Articles or Stories Number				
Leading Role or important information				

How real are these magazine portrayals? Are people you know in real life like those you find in the magazines? Explain your answers.

Sex Equity in the Classroom (658.3042 JOLL 1981-1)

How Magazines Reinforce Sex Role Stereotyping

Objective: To increase students awareness of how advertising reinforces traditional male and female stereotypes.

Materials: Magazines, poster board, magic markers, glue.

Directions: Introduce activity by telling students that you want them to demonstrate what they have learned about sex role stereotyping by identifying a magazine advertisement which reinforces a sex role stereotype.

Have each group select an ad which features a stereotype, i.e. language bias, occupational role, home role, society role, etc.

Once the ad is selected, have each group attach it to a poster board and identify (with markers) the following: product, stereotyped message, effect of message on males or females, and what a non-biased alternative might be.

After step #5 is completed, each group should plan on how they will present their advertisement. Encourage them to be creative! They might even do a role play to depict the situation in the ad! time limit for presentation is 3 minutes.

Have groups make their presentations.

Have posters displayed on bulletin boards or hallway display areas.

ASETS: Achieving Sex Equity Through Students, 658.3042 MAHR 1985-1

Name That Tune

Objective: Students will begin to recognize some of the more subtle and culturally pervasive forms of sex role stereotyping.

Materials: Access to a radio or record player, chalkboard.

Directions: Ask students if they think that popular figures of the present are still stereotyped. Tell them that in order to find out, the class is going to examine one popular medium for conveying societal messages--music.

Inform the class that each of them should now select three currently popular tunes (rock, country, pop, etc) that deal with a male-female theme and analyze each song--first for the male characteristics and then for the female characteristics portrayed in the song. Either have students write a brief description of the sex role characteristics of each character, or have them use a checklist such as the following:

MALE:

Assertive________________
Breadwinner_______________
Aggressive________________
Macho____________________
Wrongdoer (cheater)________
Heartbreaker______________
Egotist___________________
Sexual aggressor___________

FEMALE:

Passive________________
Homemaker______________
Silly__________________
"Angelic"______________
Naive__________________
Helpless_______________
Heartbreaker___________
Sex object______________

Now lead a discussion, having students name the songs they analyzed and compare their findings, i.e., whether sex role stereotypes are emphasized more in one type of music than in another (pop, country, jazz, etc.). To facilitate the discussion, ask the students to pick several of the songs and describe the specific situations being portrayed and the sex role expectations of the lead characters.

Have the class select a song that contains sex biased lyrics and try to re-write the lyrics to eliminate the sex role stereotyping.

Examining Sex Bias, 658.3042 PFIF 1983-1

Music Monitor

Objective: Students will be able to identify how music influences our perception of the world and the people in it.

Materials: Radio or record player

Directions: Have students listen to one of their favorite songs and answer the following questions:

1. Gender of artist and topic of song:

2. Note situations described in the lyrics

   Who's waiting?

   Who's pleading?

   Who's dominating?

   Who's deciding?

3. Note the source of identity of individuals mentioned in song.

Sex Role Socialization, 658.3042 HEUS 1979-1

Television Programming

Objective: Students will be able to evaluate a TV program for sex fair or sex bias practices.

Materials: Television set

Directions: Select a television program. As you watch it, ask these questions:

1. Who are the women in the program?

2. What jobs do the women have?

3. What jobs do the men on the program have?

4. Is there a difference between the jobs held by men and women?

5. How is the main female character portrayed? Is she the usual stereotype of a woman or is she an individual? What are some of her personality traits? How does she react in situations? Is she able to make decisions? Is she self reliant, responsible, assertive?

6. Think of other situation comedy programs on TV. How are the women on these programs portrayed? What image do they project?

7. If you were a foreigner visiting this country and saw only this program, what would you think American women are like? Would you want the person from a foreign country to view the American woman in this way?

8. Pretend that you are the producer of this program and have the power to change the show any way that you want. Would you make any changes? If yes, what changes would you make? If no, why do you like the program as it is?

TV Watch: Programs

Objective: Students will be able to identify sex bias or sex role stereotyping in television programs.

Materials: Television set

Directions: Choose a 30 minute TV show and complete the following chart. You may want to look at shows that are for very young children, soap operas, comedy shows, or "cops and robbers" shows.

	Important Male Character	Important Female Character
Names of leading characters		
Personality Characteristics		
Jobs held and most frequent activities		
If there are any problems, what are they? Who has the problem?		
Who resolves the problems? How?		

ASETS: Achieving Sex Equity Through Students, 658.3042 MAHR 1985-1

Television Worksheet

Name of Program____

1. Is the major character a female _______ or a male___________?

2. How many females_______ and males_______are there in this program? (count only the major characters with speaking lines. Do not include faces in a street scene.)

3. What are the activities of the females and males in this program?

Female Activities	Male Activities

4. What are the occupations of the major females and males in the program?

Females' Occupations	Males' Occupations

5. Are the females shown primarily in: Home_______ Outdoors_____ School______Business_______Other_________

6. What about the males: Home_______Outdoors_______School_______ Business_______Other________

Television Advertising

Objective: Students will be able to evaluate television advertising for sex fair or sex bias behaviors.

Materials: Television set

Directions: Select a television commercial and answer the following questions. You may want to select several commercials shown at different times during the day. (For example, commercials on Saturday mornings, weekday afternoons, or during sporting events).

1. What are the general images that women are being told to want?

2. What skills are women supposed to have in the situations presented?

3. What are women doing or worried about?

4. What are men shown doing?

5. What difference might you expect between daytime and nighttime advertising?

Sex Equity in the Classroom, 658.3042 JOLL 1981-1

Evaluating Sex Bias in Television Commercials

Objective: The students will be able to identify how sex bias attitudes are perpetuated through television commercials.

Materials: Television set

Directions: Choose one product of observation in a television commercial. It will probably be necessary to view the same commercial several times in order to respond fully to the questions in the checklist.

Product being advertised____

	Females	Males
1. Who was it being sold to?	_______	_______
2. Who will the product help?	_______	_______
3. Who was shown using it?	_______	_______
4. Who was giving advice?	_______	_______
5. Whose was the off-screen "expert" voice?	_______	_______

6. How will the product help?

Females____

Males____

7. What activities were the people doing?

Females____

Males____

8. According to this commercial, what should people be like?

Females____

Males____

9. What values does the commercial tell us are important?

To females____

To males____

Use this scale to rate the commercial for sex bias:

1. Not biased
2. A little biased
3. Biased
4. Very sexist!

Equal their Chances: Children's Activities for Non-Sexist Learning. 658.3042 SHAP 1981-1

Men and Women in the Newspaper

Objective: Students will be able to identify ways inwhich local newspapers perpetuate sex role stereotyping.

Materials: A variety of local newspapers.

Directions: Each person will study a newspaper and complete the newspaper evaluation. They will have 30 minutes to complete their work and to prepare an summary for the class.

Tally the number of:	MALES	FEMALES
Editors in Chief		
Managing Editors		
News Editors		
Sports Editors		
Entertainment Editors		
"Life Style" Editors		
Features Editors		
Photo Editors		
Photographers		
Reporters		
People on the front page (Photos or News)		
People in the various sections of the paper Editorial Page		
Sports Page		
"Life Style"		
Others		

Audiovisual Resources

The Illinois Vocational Curriculum Center contains a large collection of audiovisual materials available on a free loan basis to vocational educators. Following is a listing of audiovisual materials that are relevant to Stereotyping in the Media.

Expectations (Videotape). Helps unite the school and community to eradicate sex stereotyping and create the environment students need to become bias-free adults. (VT 658.3042 INGR 1979-1).

Killing Us Softly: Advertising's Image of Women (Motion Picture). Uses ads from magazines, newspapers, album covers, and storefront windows to analyze a $40 billion industry that preys on the fears and insecurities of every consumer in America. Points to the negative image of women as sex symbols and inferior class citizens. (MP 658.3042 KILB 1979-1).

The Silenced Majority (Filmstrip). Discusses the women's liberation movement and the Equal Rights Amendment of the 1970"s. Also analyzes the education of women, women in the work force, and how women are portrayed in advertising and the media. (FS 658.3042 MEDI 1971-1).

Supplementary Resources

Additional activities and exercises have been identified in the following resources:

Bitters, Barbara, Classroom Activities in Sex Equity for Developmental Guidance. Madison, WI: Wisconsin Department of Public Instruction, Publication Sales, 1988. (658.3042 WISC 1988-1).

Dudley-Smith, Carolyn, Achieving Sex Equity Through Social Studies in the District of Columbia Public Schools Grades 7-12. Washington, DC: District of Columbia Public Schools, 1984. (658.3042 DUDL 1984-2).

Kent, Martha Whalen, Male and Female: Upper Level. Newton, MA: Women's Educational Equity Act Publishing Center, 1978. (658.3042 KENT 1978-10-11).

Mahrt, James, ASETS: Achieving Sex Equity Through Students. Wayne, MI: Wayne County Intermediate School District NETWORK Project, 1985. (658.3042 MAHR 1985-1).

Mussett, Sarah H., Educational Equity: Teaching, Learning, Achieving. Stillwater OK: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1981. (658.3042 MUSS 1981-1).

Paul, Peg, Today's Changing Roles: An Approach to Non-Sexist Teaching. Washington, DC: Educational Challenges, Inc., 1974. (658.3042 PAUL 1974-1).

Pfiffner, Karen J., Examining Sex Bias. Newton, MA: Women's Educational Equity Act Publishing Center, 1983. (658.3042 PFIF 1983-1).

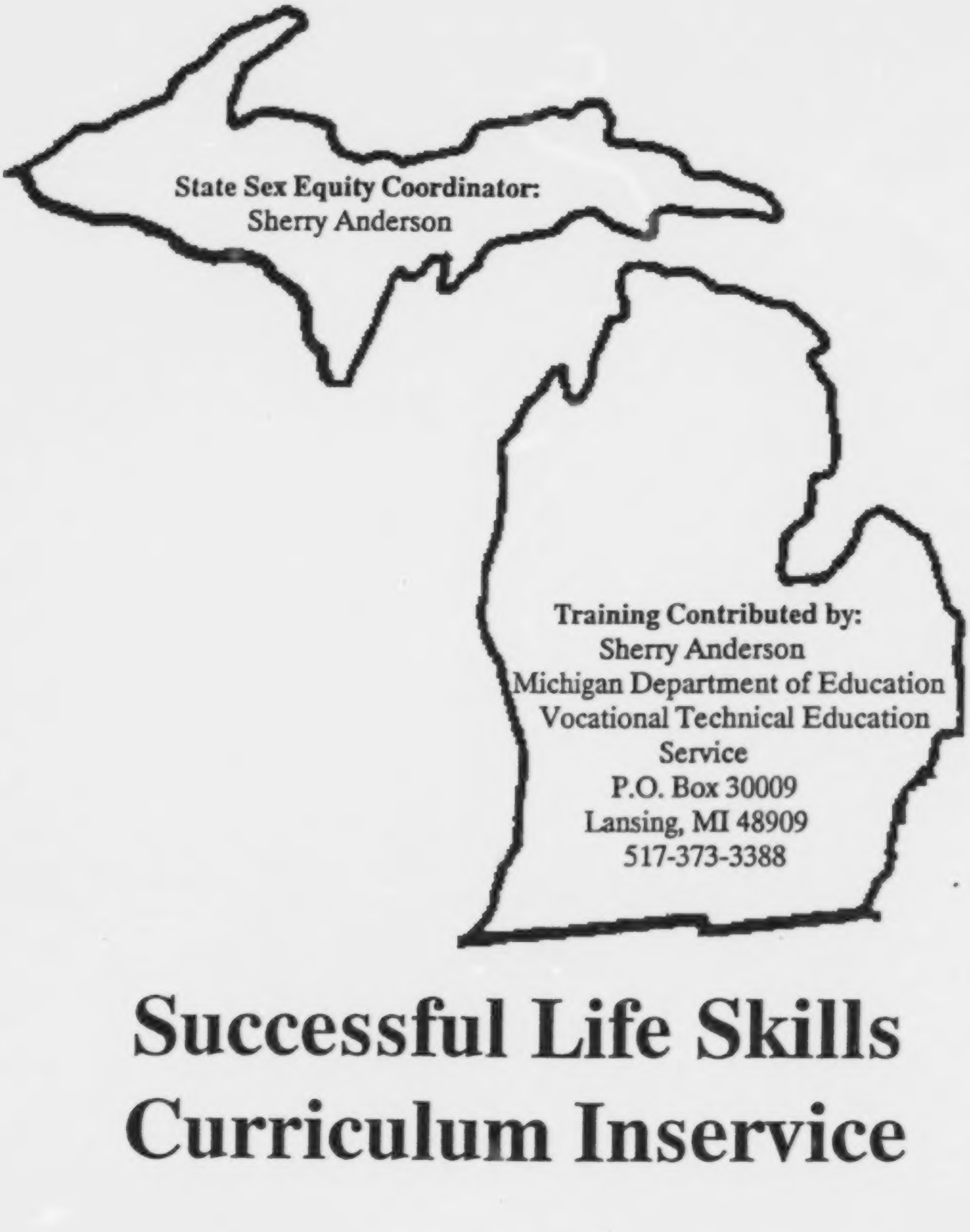
Shapiro, June, Equal Their Chances: Children's Activities for Non-Sexist Learning. Englewood, NJ: Prentice Hall, Inc., 1981. (658.3042 SHAP 1981-1).

To obtain a copy of these resources on a 30 day, free loan basis, contact:

Illinois Vocational Curriculum Center
Sangamon State University
Building F-2
Springfield, Il 62794-9243

1-800-252-4822 or 1-217-786-6375

Michigan



State Sex Equity Coordinator:
Sherry Anderson

Training Contributed by:
Sherry Anderson
Michigan Department of Education
Vocational Technical Education
Service
P.O. Box 30009
Lansing, MI 48909
517-373-3388

Successful Life Skills Curriculum Inservice

STATE: Michigan

SEX EQUITY COORDINATOR: Sherry L. Anderson

TOPIC: Successful Life Skills Curriculum Inservice

INTRODUCTION: The key to the success of this curriculum is how it is delivered. The skills of the facilitator are vital; however, the inservice assumes that the facilitator has been chosen and is relatively skilled.

TIME NEEDED: 1 day - 2 days

MATERIALS NEEDED:
- Successful Life Skills Curriculum
  Available from: Michigan Vocational Education
  Resource Center
  133 Erickson Hall
  Michigan State University
  East Lansing, Michigan 48824

- Overhead Projector

- Chalkboard or easel with paper and markers

AGENDA: See attached

OBJECTIVES: The objective of the inservice is to assure that the participant understands the philosophy of the curriculum, how it is designed, how it can be used, and to familiarize them with the content.

ACTIVITIES AND WRAP-UP: See outline

OVERHEAD AND/OR XEROX MASTERS: Attached

RESOURCES: See materials needed

SUCCESSFUL LIFE SKILLS CURRICULUM
TRAINER'S NOTES
August 16-17, 1989

WEDNESDAY - 8:45 A.M.

I. Introductions
    A. Ice Breaker - "Clear the Deck"

    B. Introduce the Curriculum
        1. Purpose for developing the curriculum
            a. the single parent and homemaker program
            b. within vocational education
            c. a federal set aside
            d. secondary and community college delivery
            e. variety of ways to deliver within the agencies
        2. In 1985 - when the SP/H program was being designed
            a. recognized need for life skills
            b. our goal was to move them into "fast lane"
                1) complicating their lives maybe 3-fold
                2) a way to help to get their lives together - (managed so they could get to work and school)

9:15 A.M.

II. **Who** is the Curriculum for?
  A. People for whom it will work
    1. Somewhat motivated
    2. Not in need of therapy
    3. Men or women
    4. Teens to Displaced Homemakers
    5. Mostly those who are ready to make changes but do not know how
    6. Can work for those with very low self esteem
      a. research done at Mid Michigan College
        1) gave the Tennessee Self-Concept Scale
        2) measures three factors
          a) defensiveness
            a high score means lacking in defensiveness
            less likely to be lying regarding the responses
          b) self concept factor
            how a person sees themselves
            self satisfaction
            how a persons feels about self
            reflects level of self
            acceptance
            includes measures of:
              behavior
              physical self
              moral/ethical self
              personal self
              family self
              social self
          c) Total positive score
            measures self esteem as a whole

3) students did not score high
    a) most below the 30th percentile
    b) some were as low a 1% or 5% on subcategories particularly physical self
    c) had very little self esteem or sense of self
    d) makes them harder to serve
    e) heightens the importance of the facilitator

B. People for whom it will not work
    1. With so many barriers that they cannot work on life skills
    2. The man who wrote on his pants for two weeks
    3. Those who need therapy
        a. need to be referred
        b. our guide is if we can't get them ready for school enrollment within 9 month - 1 year

BREAK

10:15 A.M.

III. Organization and Conceptual Framework
    A. How it was developed
        1. gathered from the best professionals who had experience with the population
        2. piloted for one year
        3. revised

- B. The conceptual framework CURR
  - 1. core is self-esteem
  - 2. add home management stuff
    - a. getting order to resources
      - 1) time, energy, human, money
    - b. resources aren't unless you "know" about them
      - 1) in fact can be barriers
  - 3. then when it's all together
    - a. have personal power
- C. Organization
  - 1. Units and modules
  - 2. in what we think is a logical order
    - a. can be rearranged to meet needs
  - 3. each unit CURR
    - a. organized around a topic
    - b. based in the conceptual framework
    - c. has a series of objectives in the front
  - 4. each module CURR
    - a. is experiential
    - b. can stand alone or be part of a series
    - c. can be used (with some adaption) for individuals, small support groups, classes, or larger groups in a workshop format - up to probably 30
    - d. consists of
      - 1) facilitators instruction including explanation of purpose of the unit and objectives
      - 2) some facilitators background information
      - 3) handouts for participants and/or transparencies
      - 4) worksheets for participant use

5. end of each unit CURR
    a. an evaluation exercise
        1) for participants to evaluate what they learned
    b. bibliography CURR
        1) books and resources we found helpful as further study or background for facilitators
        2) some will want in a "library" for participant use

LUNCH BREAK

1:00 P.M.

D. Take a look at the objectives of each unit CURR
    1. have each participant actually turn to the objectives pages
    2. review - don't read
    3. ask for ?'s from the group

E. Do Young Love Lost - An exercise from the Curriculum HO
    Debrief

4:00 P.M.

F. An Assignment
    1. Two groups
    2. Two facilitators per group
    3. Choose two modules to conduct HO
        a. Go over which modules are available
        b. Copies of the Handouts are available
    4. During the conduct the chosen facilitator works
    5. Others are participants

BREAK

THURSDAY - 9:00 A.M.

IV. The Facilitator
  A. What is the range of person's skills in the group?
    1. How many have groups which you facilitate?
    2. How many are administrators and will be hiring a facilitator?
    3. How many are seasoned facilitators?
      not expert
      if you are, feel free to offer information
    4. How many are secondary - community college?

  B. For the Life Skills Curriculum - the facilitator is key
    1. We want these people to succeed at whatever they do but unless they change some of their concepts about self they won't
    2. On a less magnanamous level the college/school want them to succeed so they will be retained as students
    3. On a personal level - altruism to help people

C. What does a facilitator do? HO
  1. Do a little test
    a. Group Facilitator Mental Health Quotient
      1) Answer quickly what comes off the top of your head
      2) Do not go on the page #3
        That's the answers
        That would be cheating
      3) It will not be corrected or graded
        Just something for you to think about
      4) It is not scientific
        You may disagree with the authors
      5) The content comes from HO T/FC
        Making Groups Work by Napier and Gershenfeld
        an excellent resource for further information

D. What is the facilitator's role?
  1. To facilitate - not teach
    a. Can't just give instruction
    b. An exercise in the curriculum - windows
      1) when people are born the openness to communication is like a window
      2) for two people to communicate the windows must be open
      3) When you are asleep your window is closed
        or angry
        or thinking about something else
        a) instructing people how to be "good" parents shuts windows
      4) The role of the facilitator is to open windows
        a) pick shy people
        b) sit by them on purpose

- c) will talk with them during break
- d) not pick on them in the group
- e) start group with food
- f) shake people's hands when they enter
- g) tell people the payoffs of participating
  better yet, show them the payoffs

2. Facilitation is not group therapy HO
   - a. Group therapy focuses on the individual seeking solutions with assistance of both the group and the therapist. T/FC
   - b. An educational group focuses on the individual's experience in order to present a concept. The group facilitator integrates the group process with educational principles.
3. A facilitator will either
   - a. present concepts and have people experience it
   - b. or arrange to have people experience something and tie in the concept
   - c. The task is to integrate
     - 1) the person may then choose or not choose to "try on" behaviors

EXAMPLE:

Talked about assertiveness in class
The group had experienced an instructor who they
believed was not a good teacher
Allow them to talk about problems - not people
Use no names
We won't talk about you while you are not here
Allowed them to talk about how they could be successful
Not rake an instructor over the coals
Their solutions included just shoot him; just hang him;
assumed because they weren't getting the material
that they were stupid
Group role played assertive strategies
    Facilitator played the student
    Student volunteer to play the instructor
    Set up all the road blocks she perceived

4. The facilitator does not tell people they have to try on the behavior

Example:
    If a person is in an abusive situation
    Help her process whatever she wants to try on for herself
    Assertive is not always good - may get the tar beat out of her

A good functional behavior for us is not necessarily good for everyone. The individual needs to decide for them selves what behavior to try on and what the consequences are for him/her. FC

5. The facilitator takes the principles that are being taught and lets the people know when they are trying the behavior, whether they are successful or not.

6. There are three things going on all the time in Life Skills Classes HO T/FC
    - a. Task
    - b. Process
    - c. Individual needs
    - d. Facilitator balances all these over time
    - e. The facilitator set the norm that the group will complete a certain number of tasks
        - 1) but listen to what is happening in the group
        - 2) may need to spend more time on one topic or another

7. The facilitator sets norms HO
    - a. uses norms to complete the life skills tasks T/FC
    - b. define
        - 1) Norms
        - 2) implicit or implied
        - 3) explicit or explained
    - d. need to set norms at the beginning
        - 1) or the group process will not happen
        - 2) must be set when the group starts
        - 3) may be set by the facilitators behavior
    - c. in order for norms to be accepted you need
        - 1) the participant needs to know it exists
        - 2) the participant must be aware that others accept and follow it
        - 3) the participant must accept and follow it him/herself
    - d. some participants will not know the norms
        - 1) they will watch to see what others do

e. What are some norms we need to set in a group?

Napier & Gershenfeld — HO T/FC

1) People should be listened to and recognized
2) It is safe to be here
3) Feelings are important
4) Feelings, behaviors, and questions of both the facilitator and members can be discussed.
5) Objectivity is encouraged
6) We learn from doing things and analyzing them
7) Planning is a joint effort

WHAT ARE OTHER YOU USE OR THINK ARE IMPORTANT? FC

Check with the following:

8) No interruptions
9) Nonjudgmental
10) Confidentiality - privacy
11) "I" statements
    rather than "You" or "People"
12) Sharing - but its okay to pass
13) It's okay to disagree with the facilitator
    it doesn't mean change of mind
14) Be on time
15) Be sensitive to air time
16) Expected to be there
    facilitator's energy goes to those who are there
    the class builds - if you miss part of the puzzle
    mutual benefit to be there and share
17) No rescuing or advice giving

f. refer to handouts HO
   Group norms

E. **Key skills** of a facilitator
  1. do the next test HO
     a. do it quickly
     b. your first response
     c. will not have to report the scores
  2. Explain
     a. a psychotherapist in California - Yalom
     b. did research to discover what made groups effective
     c. studied groups such as EST, Rogerian, Gestalt, and Synanon
     d. Found that the philosophy didn't matter
     e. it was the group leader characteristics
  2. Four factors came up more than any other
     a. Caring
     b. Meaning Attribution
     c. Emotional stimulation
     d. Executive function
  3. Highest effectiveness was found when
     a. high in **caring** and **meaning attribution** were together
     b. need a moderate amount of
        1) emotional stimulation and executive function
        2) too much or too little reduces effectiveness
  4. Caring
     a. offering support
     b. affection
     c. praise
     d. protection
     e. high empathy
     f. genuineness
     g. unconditional positive regard

5. Meaning Attribution
    a. ending the session with "I learned , . . "
    b. opening a session with "I wonder if we got
        through yesterday, anybody have something
        from yesterday to talk about?

EXAMPLE:

a woman - very nonassertive behavior
lived with her father who never listened to her
he had abandoned her when she was a child
thought she had tried assertive behavior
it hadn't worked
"Tell us what happened"
He was talking and talking
I asked him to listen to me
He wouldn't stop
so I just socked him in the stomach
she had been saving up over years
a real negative impact on him
he listened by wasn't speaking to her
discussed how she was feeling
    was it really assertive behavior?
    what did we want to do with it?
didn't leave her hanging

6. Emotional stimulation
    a. revealing feelings
    b. challenging
    c. confronting
7. Executive function
    a. setting goals
    b. directing
    c. pacing
    d. setting rules and limits

8. See how you scored - where are your checks?
    a. Caring is II
    b. Meaning attribution is IV
    c. Emotional stimulation is III
    d. Executive function is I
    e. this is not scientific
        1) if not comfortable or not skilled in caring or meaning attribution
        2) work on it
        3) learn about the behavior
        4) continually upgrading and improving skills is being professional

9. What other behaviors for effective group leaders? FC

10. Check against the following:
    - a. efficacy - effectiveness
        - 1) as an individual develops effectiveness you get more
        - 2) people naturally want to be effective
        - 3) find something they do well
        - 4) build on it
    - b. creating an environment where students feel comfortable
        - 1) real complicated
        - 2) learn by doing
        - 3) be sensitive to own comfort
        - 4) accepting the participant
    - c. self confidence
        - 1) it is okay to screw up sometimes
    - d. self disclosure
        - 1) contributes to a comfortable environment
        - 2) need to be honest and genuine
        - 3) not working on fight with own husband in the group
    - e. wondering
        - 1) I wonder what they are saying to me
        - 2) I wonder what that behavior means
        - 3) allows facilitator to accept
    - f. develop a sense of belonging
        - 1) right away
        - 2) especially for high risk clients
        - 3) connect or they won't be back
        - 4) touching
        - 5) stand with during break
          talk about their interests
    - g. humor

11. Refer to Handouts HO
    - a. "Notes to Other Facilitators"
    - b. "Yalom's Curative Factors"
    - c. "Advice to Group Facilitators"

BREAK

10:30 A.M.

V. An exercise from the Curriculum
  A. As two groups
    1. one acting as a facilitator
    2. others acting as students

12:00 NOON BREAK

1:00 P.M.

  B. Debrief
    1. What was the lesson and the objective?
    2. What did you find happened?
    3. How did the module work?
    4. What was it like to be a participant

VI. Questions & Evaluation

2:30 P.M.

Successful
LIFE SKILLS CURRICULUM
Facilitator's Guide

Activites Selection

Section	Area	Page
1	Problem-solving and Decision-Making	1.9
1	Understanding Needs	1.17
1	Self-Awareness Inventory	1.38
2	Body Language	2.4
2	Communicating Spoken Instructions	2.7
3	Controlling Body - Controlling Life	3.2
3	Stress Management in a Nutshell	3.102
4	Networking as a Resource	4.10
4	Decision Making/Personal Decisions	4.27
5	The Goodness of Fit	5.2
5	Job Description for Parents	5.20
6	Old vs. Young	6.19
6	Payoffs/Lossess	6.38

YOUNG LOVE LOST

Kim, who is sixteen, falls in love with Jeff who is seventeen. They both attend a local high school even though they are bored in school and have never felt accepted by the popular kids.

Kim comes from a loving family. Jeff's home life is not so good. His father who is an alcoholic is abusive to both Jeff and his brother. Jeff can't wait until he moves away from home. He hopes to get a scholarship to college and leave when he is eighteen.

Kim discovers that she is pregnant and is pressured by her parents to have an abortion. She isn't sure she wants to marry Jeff, but she feels it is a better alternative than an abortion. Her parents consent. She and Jeff marry and they have a baby girl named Jennifer.

Jeff quits school to work at a local factory. He makes $4.50 an hour with no opportunity for promotion. He hates the work. The most fun he has every week is when he and the boys go out drinking. He and Kim barely have enough money to live on.

Kim feels very lonely at home with Jennifer. Jennifer cries a lot during the day. Kim's mother helps her whenever she isn't working. Kim's friends think that Jennifer is cute. However, Kim doesn't see them much, because they are involved in school activities. Kim is trying her best to make a good home for Jeff, Jennifer and herself.

Two years after they are married, Jeff tells Kim he is leaving. He has begun to see Renee, Kim's ex-best friend. When Kim yells that it isn't fair, Jeff says "Hey it's not my fault. I never wanted to get married. I hate working in the factory. I wanted to go to college. You wanted the baby. You keep her."

(Now determine who is most at fault. Kim, Jeff, Jeff's parents, Jeff's friends or Renee. Rank them #1, most at fault; #2, second most at fault, etc.)

Patricia Alford

OBSERVER'S GUIDE ON GROUP BEHAVIOR

DIRECTIONS: Position yourself so you are able to clearly see the person you are observing. Read this guide sheet before the group begins. Pay close attention to the person you are to observe. In the right hand column, mark down any examples of that kind of behavior which you see the person doing.

BEHAVIORS WHICH FOCUS ON THE TASK TO BE DONE:

1. Initiating or getting the group going:

2. Seeking and giving information or opinions:

3. Making clear or expanding in detail:

BEHAVIORS WHICH HELP TO BUILD AND MAINTAIN THE GROUP AS A WORKING UNIT:

4. Encouraging:

5. Harmonizing or helping people get along:

6. Trying to keep communication open and encouraging others to participate (Gate Keeping):

7. Setting and applying rules for the group process and task:

BEHAVIORS WHICH DO NOT CONTRIBUTE TO THE GROUP BUT ONLY SATISFY PERSONAL NEEDS:

8. Blocking or preventing the group from progressing:

---

9. Attacking, criticizing or blaming others:

---

10. Calling attention to oneself by talking too much, boasting or using extreme ideas:

---

11. Withdrawing or being on the outside of the group:

---

12. Dominating or controlling:

Adapted from materials developed at
the Continuum Center, Oakland University,
Rochester, Michigan

GROUP FACILITATOR'S MENTAL HEALTH QUOTIENT FOR RUNNING GROUPS

We have designed a questionnaire, and with tongue-in-cheek have given it an erudite title. There are no standardized norms, it has been used with ten colleagues to check its validity; they enjoyed doing it.

Answer each statement yes (usually true of me) or no (usually not true of me).

1. Assuming I have formal training in groups and good technical knowledge, I can create the best program working alone.
   Yes___No___

2. I use the same basic format in all my training work.
   Yes___No___

3. I have developed my training style, and it is consistent.
   Yes___No___

4. Once I develop a training plan, I adhere to it; revisions tend to suggest yielding to group pressures and not completing the program.
   Yes___No___

5. I, as a leader, am not responsible for member outcomes; members are responsible for themselves.
   Yes___No___

6. Assuming leaders are professional and objective, there is no room for the imposition of a personal value system in conducting training.
   Yes___No___

7. Effectiveness of a program is directly related to the leader's technical and methodological knowledge; the greater the knowledge, the more effective the program.
   Yes___No___

8. Group leaders skilled in the art of diagnosis should tell clients or an organization what they need.
   Yes___No___

9. A group leader should be charismatic and attractive, for as much depends on his or her appearance as on knowledge or skill.
   Yes___No___

10. Feedback is important for members but unnecessary for the group leader because he or she is not a member of the group.
    Yes___No___

GROUP FACILITATOR'S MENTAL HEALTH QUOTIENT: (continued)

11. As a leader, my own needs never intrude on any group with whom I am working.
Yes___No___

12. I immediately stop any criticism of me or my work; it reduces confidence in the leader and encourages negative elements.
Yes___No___

13. If you do your job to the best of your ability, evaluations will tend to be unnecessary since it will be obvious from the behavior of the group how successful you have been.
Yes___No___

14. Confrontation is an essential element of the trainer's behavior; it is the primary way for participants to learn.
Yes___No___

15. Once you know the basics and have experience, you don't have to be concerned--you will be successful with any population.
Yes___No___

GROUP FACILITATOR'S MENTAL HEALTH QUOTIENT: (Continued)

If you answered yes to more than two or three of these statements, seriously consider another profession; being a group leader is not for you.

Of course, there are extenuating circumstances and occasions where "yes" would be the right answer. Our point is that by and large a "yes" response fails to consider those factors we consider essential to being an effective group leader.

If there is one conclusion, it is this; as trainers there is a need for asking questions and searching for answers. The most essential aspect of continuing effectiveness is looking at ourselves and being sensitive to our style, progress, and fallibility. As we become more experienced, we do get better. But then our very strengths may become too strong--our very presence may become a factor in people responding to us knowing our reputations. So there are renewed questions. Even success will throw up new barriers. Successful trainers need to analyze their behavior given these circumstances and adapt. Being a trainer involves a continuous questioning, continuous analysis, continuous revision, and continuous learning. It is an ongoing challenge.

" THE GROUP LEADER OR TRAINER IS NOT RESPONSIBLE FOR ALL THAT HAPPENS IN A GROUP. HOWEVER, AT LEAST 75 PERCENT OF THE EFFECTIVENESS OF THE GROUP CAN BE ATTRIBUTED TO THE TRAINER"

Napier & Gershenfeld
Making Groups Work
A Guide for Group Leaders

GROUP THERAPY

FOCUSES ON THE INDIVIDUAL SEEKING SOLUTIONS WITH THE ASSISTANCE OF BOTH THE GROUP AND THERAPIST.

AN EDUCATIONAL GROUP FOCUSES ON THE INDIVIDUAL'S EXPERIENCE IN ORDER TO PRESENT A CONCEPT.

THE GROUP FACILITATOR INTEGRATES THE GROUP PROCESS WITH THE EDUCATIONAL PRINCIPLES . . .

LIFE SKILLS GROUP =
TASK + PROCESS + INDIVIDUAL NEEDS

THROUGHOUT THE GROUP PROCESS, THE FACILITATOR MUST CONSTANTLY BALANCE COMPLETING THE TASK, THE GROUP'S PARTICIPATION IN THE PROCESS AND RESPONDING TO INDIVIDUAL'S NEEDS.

BOTH THE FACILITATOR'S EXPERIENCE AND GROUP FEEDBACK HELP THE FACILITATOR MAINTAIN THAT BALANCE.

GROUP NORMS ARE INFORMAL STANDARDS OF WHAT IS EXPECTED, APPROPRIATE, ACCEPTABLE OR VALUED BY THE MEMBERS OF THE GROUP.

THEY CAN BE EXPLICIT AS STATED BY THE FACILITATOR

OR

IMPLICIT -- THOSE THAT ARE INFORMALLY IMPLIED BY THE GROUP MEMBERS OR FACILITATOR.

NORMS

1. People should be listened to and recognized.

2. It is safe to be here.

3. Feelings are important.

4. Feelings, behaviors, and questions of both the trainer and members can be discussed.

5. Objectivity is encouraged.

6. We learn from doing things and analyzing them.

7. Planning is a joint effort.

8. Others (list)

NORMS

NORM 1: People should be listened to and recognized. The trainer acknowledges raised hands, a quizzical look, a tentative question. The trainer encourages a divergent thought, a statement of discomfort, or a questioning of the relevance of an exercise. Expressed in the trainer's behavior is the idea that people have all kinds of opinions and that these can be examined--it's even OK for people to express their own ideas. The norm of each person's being respected and having rights of membership in the group is established.

NORM 2: It is safe to be here. The trainer reassures members that what happens in the group remains in the group. If people have something to say to the trainer or another member, it is safe to say it. The person will not be ridiculed, or shushed, or reprimanded for speaking out. A person can discuss the trainer's behavior, and the trainer will respond sincerely, viewing the comments as data to be discussed like any other data. The trainer encourages quiet members to speak more often and the talkers to speak less often. The trainer also tries to convince those fearful of expressing their feelings to consider such expression and those uncomfortable with looking below the surface to take a chance. The norm being encouraged is to try new behaviors in an environment of safety.

NORM 3: Feelings are important. The trainer encourages expressions of feelings. Feelings are data to be discussed and influence decisions. Feelings help members to measure progress--what obstacles continue to stymie the program and what satisfactions come from being part of the activity. Feelings are what determines how much change members will consider, whether they will expend little or much effort, who they will hear and who they will "tune out", whether their energy goes toward action or toward closed-down defensiveness. The norm to be established is that expression of feelings is vital if the group is to utilize its energy toward resolving problems and understanding the processes going on.

NORM 4: Feelings, behaviors, and questions of both the trainer and members can be discussed. An experimental learning process involves seeing, hearing, and feeling (internal, not touch). A person may challenge the trainer and say, "I feel we are being manipulated". The trainer's response is not, "How dare you accuse me of such a thing. It must be that you are jealous because you aren't running the show this time". (Imagine what that could lead to in the next round!) Rather, the response should be,

NORM 4: (cont.) "How do you feel you are being manipulated? What did you experience?" Expression of feelings toward the trainer is not an attack to be warded off but legitimate data for examination and discussion. The norms to be encouraged are that expression of feelings, response to behaviors, questions that may be viewed as "difficult" (nonsupportive of the trainer or the program) are not to be ridiculed, ignored, or taken "personally" but rather as "grist for the mill". Learning takes place by experiencing the freedom to express and to be taken seriously; the climate should not be one of walking on eggs and being constantly on the lookout for hurting someone's feelings or incurring the wrath of the trainer. (Do note, however, that the trainer should respond if attacked. The trainer should not get immersed in the content of group discussion but remember the primary role of focusing on the facilitation aspects of the group.)

NORM 5: Objectivity is encouraged. Discussing feelings allows members to learn which feelings or events lead to subsequent influences on the group. As a model, the trainer deals with antagonism toward him or her, and so the group learns. The group learns when the trainer asks for information or checks if others have similar feelings that feelings expressed are not dismissed from the lofty position of the trainer or smoothed over as nonexistent. The trainer remains objective in response to members' expressions and in all program activities. The trainer also encourages process observers (instruments for analyzing their data), post-meeting reaction sheets, video playbacks, tape recorders, and observation methods--all to demonstrate that we can look at what is happening and learn from it.

NORM 6: We learn from doing things and analyzing them. In creating a training design the trainer, along with the program planning group, sets up a series of experiences. Stimulated by a provocative incident, participants are involved in these simulations or surveys, or discussions--perhaps in their usual style of interacting or perhaps "off balance". These live here-and-now experiences are then analyzed. The trainer does not encourage discussions of what happened in the past, what might be in the future, what has been read, or what happens back home. Rather, the focus of analysis is on what happened just then--what those people are feeling, how others are responding to them, and how that influences what will happen next. The trainer may distribute observation instruments or give a brief lecture on a conceptual framework for help in analyzing a particular

NORM 6: (cont.) outcome. This is done to aid in the process of learning what has occurred--what was felt, how that can be dealt with differently in a similar situation, what new behavior might be attempted, what insights were gained. In the process of achieving the objectives of the seminar, workshop, or training program, the "here and now" as analyzed is the major learning method. In working toward the objectives of the program, there is a design. As participants are involved in the design situation, they can also analyze what is happening to them as individuals, in their relationships with others, and in the group as a whole. This "present" analysis is a major lesson.

NORM 7: **Planning is a joint effort.** The trainer is involved with others in creating a design for the program--it is not accomplished single-handedly. Others are invited to provide feedback on the effectiveness of the program, usually as part of an ongoing evaluation, including planning for the next day or the next segment. The trainer takes clues from observing the overall atmosphere--boredom, apathy, exhaustion, increasing conflict? The trainer asks questions, revises a design, or perhaps stops and has the whole group analyze what is happening. The trainer does not have sole responsibility for the success of the program.

The trainer models these norms as the group proceeds. With experience, members come to accept analyzing their own behavior. They accept process observers, expression of feelings, and being able to respond objectively to data on their behavior rather than defensively or antagonistically. This kind of experience will help the group create a climate for learning that will be the basis for the group becoming effective and successful as the program proceeds. The experience of working in a group will be transferable, even after the current program has ended.

The norms as stated are such a central aspect of working with groups that the trainer, whether an experienced leader or a neophyte, must strive to remember them, utilize them, and, in assessing his or her own effectiveness, refer back to them. Of course, all this is easier said than done. Trainers get tired, become pressed for time, or find someone who especially annoys them, they get diverted into revising what they intended to do or are scared and adhere too closely to the design when they should be processing more, and they

NORMS (continued)...

are sometimes not sure when the time is right to bring up a difficult situation. With experience, however, the trainer learns how to reenergize when tired, how to be objective in dealing with feelings, how to express an idea briefly and to lecture less, and when to "process" knowing that part of the plan will have to be omitted. Regardless of a trainer's style, there must be a commitment to these norms, especially as displayed in the trainer's behavior. This commitment is especially important in the early sessions of the group when norms are being formed and the trainer is being scrutinized.

Making Groups Work...
A Guide for Group Leaders
Napier, Gershenfeld
(Pgs. 25 - 27).....

GROUP NORMS

To build and maintain a high level of cohesiveness within a group, members must value individuality, encourage trusting and trustworthy behavior, foster cooperativeness, and promote the expression of affection and support among group members. The way in which these positive actions by members become implemented and stabilized in a group is for the actions to be supported by norms that indicate what behaviors are expected of good group members.

The norms of a group are the group's common beliefs regarding appropriate behavior for members; they tell, in other words, how members are expected to behave. They are the prescribed modes of conduct and belief that not only guide the behavior of group members, but help group interaction by specifying the kinds of responses that are expected and acceptable in particular situations. All groups have norms, set either formally or informally. A group of students that often parties together, for example, will have common ideas about what is acceptable and unacceptable behavior at a party, about what is expected of everyone. More formally organized groups, such as classrooms, will have norms about absence, tardiness, accomplishment of assigned work, and appropriate times to speak. In any group some norms specify the behavior expected of all group members and others apply only to persons in specific roles. In the classroom, for instance, some norms govern both the teacher's and the students' behavior but others may apply only to the teacher or only to the students. Because norms refer to the expected behavior sanctioned (rewarded or punished) by a group, they have a specific "ought to" or "must" quality; group members must not disrupt the group's work, group members ought to participate in discussions, and so on. The norms of any group vary in importance. Those that are less important for the objectives and values of the group usually allow for a greater range of behavior and bring less severe pressures for members to conform than do norms that are highly relevant to group functioning.

For a group norm to influence a person's behavior, the person must recognize that it exists, be aware that other group members accept and follow the regulation, and accept and follow it himself.

Directions:

Check those attributes that you tend to exhibit when you are the group leader

I.
_____ Setting goals
_____ Setting direction for others
_____ Managing time
_____ Pacing
_____ Sequencing
_____ Stopping
_____ Interceding
_____ Setting rules
_____ Setting limits
_____ Suggesting procedures
_____ Setting norms
_____ Inviting
_____ Eliciting
_____ Questioning
_____ Dealing with decisions

II.
_____ Offering support
_____ Affection
_____ Praise
_____ Protection
_____ Warmth
_____ Acceptance
_____ Genuineness
_____ Concern & frequent invitations for members to receive feedback and encouragement
_____ High empathy
_____ High unconditional positive regard

III.
_____ Behaviors that emphasize revealing feelings
_____ Challenging
_____ Confronting
_____ Intrusive modeling by personal risk taking
_____ High self disclosure

IV.
_____ Explaining
_____ Clarifying
_____ Interpreting
_____ Translating feelings and experiences into ideas
_____ Providing a cognitive framework for change
_____ Explaining what the group leader does and why he/she does it
_____ Emphasis on learning by doing
_____ Emphasis on learning by instruction

FOUR PRIME ATTRIBUTES OF THE MOST EFFECTIVE LEADERS

(Lieberman, Yalom & Miles Study -- 1973)

*CARING -- Offering support, affection, praise, protection, warmth, acceptance, genuineness, concern and frequent invitations for members to receive feedback and encouragement. Often described as the Rogerian style of high empathy, high genuineness and high "unconditional positive regard". High caring needs to be paired with high meaning attribution in order to predict an effective leader.

*MEANING ATTRIBUTION -- Explaining, clarifying, interpreting, providing a cognitive framework for change, translating feelings and experiences into ideas. Explaining what the leader does, why he/she does it, how they see group members relating to each other at a given moment and why they recommend setting up the group the way they do. Their emphasis is on learning by doing and learning by instruction.

*EMOTIONAL STIMULATION -- Behaviors that emphasize revealing feelings. Challenging, confronting, activity; intrusive modeling by personal risk taking and high self disclosure.

Too much of this may be frightening or psychologically harmful. The Yalom study found that leaders who practiced moderate self disclosure and sought feedback on their own behavior were highly rated by members. They were seen as real people. Too much or too little of emotional stimulation decreases a leader's effectiveness.

*EXECUTIVE FUNCTION -- Setting goals or direction for movement, managing time, pacing, sequencing, stopping, interceding and setting rules and limits. It also includes suggesting procedures for the group or person, setting norms, inviting, eliciting, questioning and dealing with decisions.

Facilitators are most effective when they use a modest amount of executive function. Too much or too little decreases effectiveness.

YALOM'S CURATIVE FACTORS

Yalom in The Theory and Practice of Group Psychotherapy identified 11 curative factors that cut across schools of group work. These factors of change in group members specify definable mechanisms that may operate in all groups.

1. Instillation of hope (if other members can change, so can I).
2. Universality (we all have problems).
3. Imparting of information (alternative methods to solve problems are taught).
4. Altruism (I can help others in my group).
5. Corrective recapitulation of the primary family group (my group was like reliving and understanding my family relationships).
6. Development of socializing techniques (basic social skills).
7. Imitative behavior (observational learning modeling effects).
8. Interpersonal learning (group is a social microcosm).
9. Group cohesiveness (members accept one another).
10. Catharsis (I am able to express emotions freely).
11. Existential factors (I am responsible for my own life despite its circumstances).

(Source: Yalom, 1975)

NOTES TO OTHER FACILITATORS:

What we have learned in our Successful Life Skills classes:

1. It is important to set norms immediately and to learn what the implied norms of the group might be and work with them.
2. Develop a sense of belonging for group members, ie: greet each individual warmly, remember names and personal history, understand what boredom or hostility might mean, etc.
3. Use unconditional positive regard to communicate to your students that they are important and belong.
4. Develop trust.
5. Consider the efficacy model of motivation -- people are motivated to be effective. Learn what each group member's strategies are and what they might want to master.
6. Think of yourself as a FACILITATOR and not the leader.
7. Strive to "open each window" of every participant. When you can communicate with a group member, you can begin to understand what motivates her/him and can teach, if necessary.
8. Expose group participants to the mores and resources of education, work, etc. Assist them in effectively using the system to develop more of their potential.
9. Make opportunities available for students to practice and try on new behavior. Point out new behaviors, ask how it feels, etc. Work toward having the group function as a group as opposed to having the group members revolving around the facilitator.
10. Enable group members to make personal connections with one another and develop networks for support and problem solving.
11. Foster decision making and independence. Develop a norm of accepting responsibility for oneself. Hold to that norm.
12. Point out success wherever you see it. Give people permission to seek their own success. Encourage, encourage, encourage!!!
13. Learn what group or individual resistance is and use it as an opportunity for you to learn. Understand your own feelings about resistance.
14. Listen actively, resist advice giving, model behaviors you believe are successful, use empathy and talk less.
15. Say what you see and be in charge of the focus.
16. Know when to stop inappropriate behavior and what to do with the unacceptable.
17. Close each group so that members can leave well.

****

APPENDIX C: ADVICE TO GROUP FACILITATORS

In writing this book, we have asked questions to get information beyond our own. For the past year, as part of a training staff, while conducting a training-for-trainers program, or during our work with group leaders, we have asked the same question: **If you had one piece of advice to give group leaders, what would it be?**

What follows are their answers--one per person. They make the same points we make over and over in the book, and their answers serve as a reminder that we need to continuously be aware of the traps and move beyond them.

-- Be sure of yourself; act that way and you'll believe it--it's a necessary stance to take.

-- Assess group needs if at all possible before planning a design for the group, then design.

-- Prepare a group so that the participants know why they are there and what will be accomplished.

-- Spend time getting to know the group and having the group get to know you; develop a relaxed atmosphere. You will be able to get a better idea of the group's needs and problem areas when the participants are less threatened by your role.

-- Make the group feel comfortable.

-- Give everyone a chance to feel safe to share.

-- Start out easy.

-- Give clear directions.

-- Never allow only one right experience.

-- Build flexibility into your design.

-- Establish acceptance norms and individual difference norms.

-- Incorporate a variety of experiences in design. Process them so that the participants understand the full meaning of what they are doing.

-- Allow opportunities for each individual to participate in discussions and experiences.

ADVICE TO GROUP FACILITATORS: (Continued)

-- Listen for body clues in response to group exchange.

-- Remember to check regularly with the group, as well as yourself for group perceptions of events.

-- Treat all members in the group as equally important.

-- Have constant awareness that you are in service to members.

-- Stay in control--don't let the group wander all over the place.

-- Establish and maintain control by having a design for meeting your objectives.

-- Do not hold or show a totally authoritarian position.

-- Take time to process the group at regular intervals.

-- Have everyone "own" goals of the group.

-- Show enthusiasm, you must believe in what you are doing!

-- Have lots of energy; your use of yourself is an essential part of the group's development.

-- Show you are interested in participants.

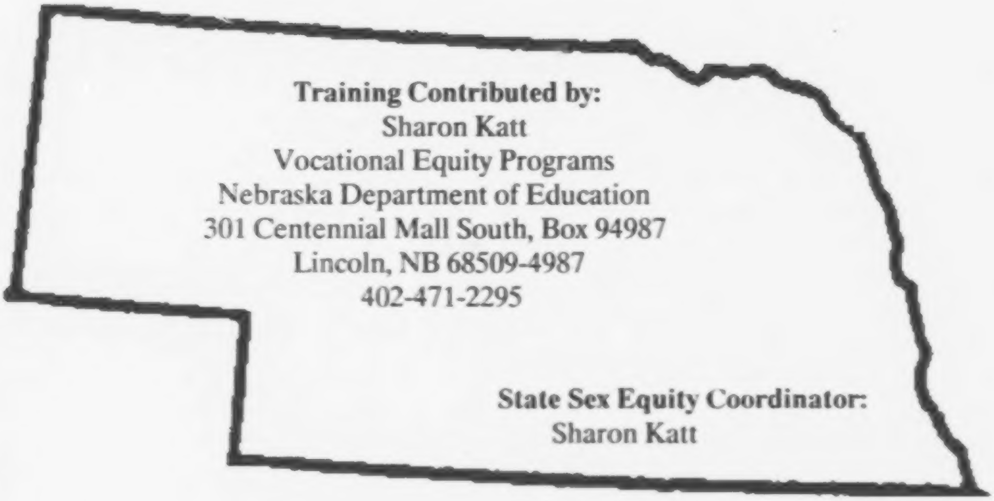
-- Don't let one person dominate so that it turns others off; seek the opinions of the quiet folks.

-- Relax and be yourself--not a copy of someone else.

-- Listen with everything you've got, and if you still can't hear what's going on, ask.

Making Groups Work...
A Guide for Group Leaders
Napier, Gershenfeld
(Pgs. 277 - 278)...

Nebraska



Training Contributed by:
Sharon Katt
Vocational Equity Programs
Nebraska Department of Education
301 Centennial Mall South, Box 94987
Lincoln, NB 68509-4987
402-471-2295

State Sex Equity Coordinator:
Sharon Katt

Marketing and Public Relations for Vocational Education Programs

A. TOPIC

Marketing and Public Relations for Vocational Education Programs

B. INTRODUCTION

Vocational Education is faced with the constant challenge of communicating its value to society. In addition, vocational educators find themselves competing for an increasingly smaller share of the traditional market, and are increasingly aware that the available market may require different efforts (and attitudes) than they have used previously for recruitment and retention.

The approach suggested for the training is to use "basic information" on marketing and public relations to build programs. One point becomes clear - vocational educators must continue to work at attracting students on the basis of abilities and interests, not on traditional assumptions.

C. TIME NEEDED

One hour minimum. This does not allow for much audience participation, therefore, would recommend more than one hour.

D. MATERIALS NEEDED

*Overhead projector
*Handouts/transpariences (as attached)

E. TRAINING FORMAT

The following is a brief outline. If additional information would be helpful, please contact me.

I. INTRODUCTION

Points to be discussed:

*How is education similar to private business in terms of need to market and establishing good public relations.

*Striving for excellent product

*Competition for customers/share of market

*Competition for our share, profitability

*If bad product, no customers, out of business

*Range of choices in modern life so enormous, difficult for consumers to understand what they need, much less choose what they want

II. WHAT ARE YOU SEEING/CONCERNED ABOUT

(Opportunity for participants to identify concerns. The facilitator ties these into need for marketing and tapping diverse populations).

*Fewer students

*Different students

*Public attitudes/devaluing, separation of academic/VE

*Increasing graduation requirements

*Funding

*Competition for programs

*Rapid technological changes,therefore, curricular changes

*Literacy

III. FACTS

Overview of demographic information and suggested handout is attached. Time is spent highlighting points and discussing implications. (You will note the sources of these statistics are not included).

IV. MARKETING/PUBLIC RELATIONS

*It is not a matter of if, or should, WE DO IT. But must organize and control it.

*Peters (In Search of Excellence) found that coffee stains on flip down trays of an airplane is seen as a commentary on engine maintenance/organization.

*We receive about 2000 advertising messages per day - actually recall/impacted by 12. In addition we receive 20,000 other messages. Because of the nature of society we are very sophisticated in filtering. THEREFORE, the messages we send about VE have to be carefully organized to reach their goal.

*MARKETING: NOT selling per se, but rather creating or maintaining a demand in TERMS OF A TARGET POPULATION'S NEEDS AND DESIRES.

> What marketing cannot do is sell a bad product or a product no one needs - what it can do is make the right audience aware of a good product that will benefit them

*PUBLIC RELATIONS: One method of marketing:

> Creating a positive image. A communication tool that influences attitude. (Other ways to market - direct sales, advertising, promotion)

*TO MARKET, YOU MUST

A. KNOW THE PRODUCT

1. Must know the pluses and minuses

   WHY DO YOU HAVE THE COMPETITIVE EDGE

2. Must know what others are saying/thinking and be prepared to "educate" them about the value of today's vocational education.

   WHAT ARE YOU SAYING(see handout master "What to Tell Your Audience")

   i.e. Academic elitism, as well as single skill workers, have no place in a technological society - rather students need the skills and thinking processes from a combined curriculum. Today's students develop career rather than choose a career.

3. How are You Packaging Yourself

People believe confident, positive people

We choose to follow people that we admire/trust

Human Relations - Politics

Meet people outside

People will not support anything they do not understand

4. Is the program relevant

The reality of what is going on(not our perception of what we as educators wish or think is happening) **PLUS** the reality of where students are coming from.

Students are sophisticated - what can you do for them

*Will I have fun (hold interest)

*Is it cool (identify)

*How will I do (safe, performance)

*How will it affect my future (by 14 have a vision of what's ahead)

*Can I afford it

In other words, **WHY DO THEY NEED US AS MUCH AS WE NEED THEM**

5. Basics/Academics

VE has them - another area where we need to inform people

*Cannot learn carpentry without learning the nature of wood, trees, osmosis, physical and chemical principles. Carpentry skills - volume, density, square measurement.

Have you met with Math/Science/English. They do not know us.

*We know enough students do not complete four year schools to know we cannot measure a school's effectiveness on how many go there. **THEY NEED US AS MUCH AS WE NEED THEM.** Do not need to get into an argument of who is best. For people who have not fared well in school and regiment of "more of the same" may mean less

We are not talking about Academic vs VE - we are talking about STUDENTS.

SUMMARY: KNOW YOUR PROFESSION/CONTRIBUTIONS INSIDE AND OUT, AND THE WAY YOU WISH TO BE PERCEIVED. Then ready to take the message to the market.

6. KNOW THE TARGET/MARKET

WHAT are their attitudes, opinions, interest needs. The only way we get them to buy is to appeal to their needs/wants.

WHO ARE THEY?

alumni
local community
general public
governmental agencies
mass media
business
vendors
prospective students
competitors
school board
faculty
parents
administration
other youth groups
community groups
college bound
traditionally underserved

Discussion at this point may target any of the specific markets. For example:

COLLEGE BOUND

If high tech is true, VE improved prospect for admission/success

If it is true that you go to college to prepare for a career....over one-half of the people in a Cornell survey indicated they wished they could redo a job selection. Try out a career in VE programs - can avert college changes that are costly and stressful

If it is true that dollars are short - improve earning capacity while in college

If it is true that everyone needs more than one skill to survive, remember that less than 20% of all jobs today require a four year degree

TRADITIONALLY UNDERSERVED

Perhaps best resource. NOT talking about emptying one classroom to save another. Talking about getting people who have the best chance, abilities and interest to develop them to fullest potential. THAT is an excellent product.

Must not lose sight that VE exists to meet labor market/economy needs

SO what is keeping them out

*Probably best answer comes from them....

1. Need to see options
2. Need support and need to be at Starting Line
3. Active Recruitment
4. Classroom management/teacher behaviors
5. Retention monitoring

V. CLOSURE

Discussion of strategies that can be employed with emphasis on low cost, minimal time and energy.

RESOURCES/BIBLIOGRAPHY

The purpose of this training is to present very basic information on marketing and public relations.

Following is a list of resources I have found particularly helpful.

"Public Relations: Everybody's Job"
Vocational Education Journal, Nov/Dec 1988

"How to Market Vocational Education"
Vocational Education Journal, October 1986

"Marketing for Non-Profit Organizations"
Philip Kotler

Marketing Your Business Program
Richard L. Lynch, Gregg/McGraw Hill, 1986

Workforce

By 2000, 47% of the workforce will be women

Minorities including disadvantaged youth will comprise the largest share of the workforce

80% of the current labor force will be working in the year 2000, but the jobs they have now, will not be the jobs they have then

The average age of the workforce will increase
Young workers will account for 13% of the workforce in the year 2000 compared to 18% now

Only 20% of the workers are in jobs that require a four year college education

In 1950 there were 17 workers for every 1 social security recipient

In 1992 there will be 3 workers for every 1 social security recipient

Education

For every 100 pupils in the 5th grade

99 enter the 9th grade
88 enter the 11th grade
76 graduate from high school
47 go on to college
24 earn a bachelor's degree

27%of all students do not graduate from high school

67% of all high school students are employed

60% of high school vocational graduates enter some form of education after high school

The more vocational classes high school students take, the less likely they are to drop out

14 of the 20 fastest growing occupations require vocational-technical training, not a four year college degree

Through the mid 1990's, women will account for more that 60% of the labor force growth

Home/Family:

1 in 2 marriages ends in divorce

20% of all births are to unwed mothers
50% of these are teenagers

In 60% of all marriages, both work outside the home

59% of the children born in 1983 will live with a single parent

1/2 of all single parents live in poverty

Children living with single parents are
2 times more likely to be poor

85% of all women can expect to support themselves at sometime in their life

60% of all women with children work outside the home

CHANGING WORKPLACE

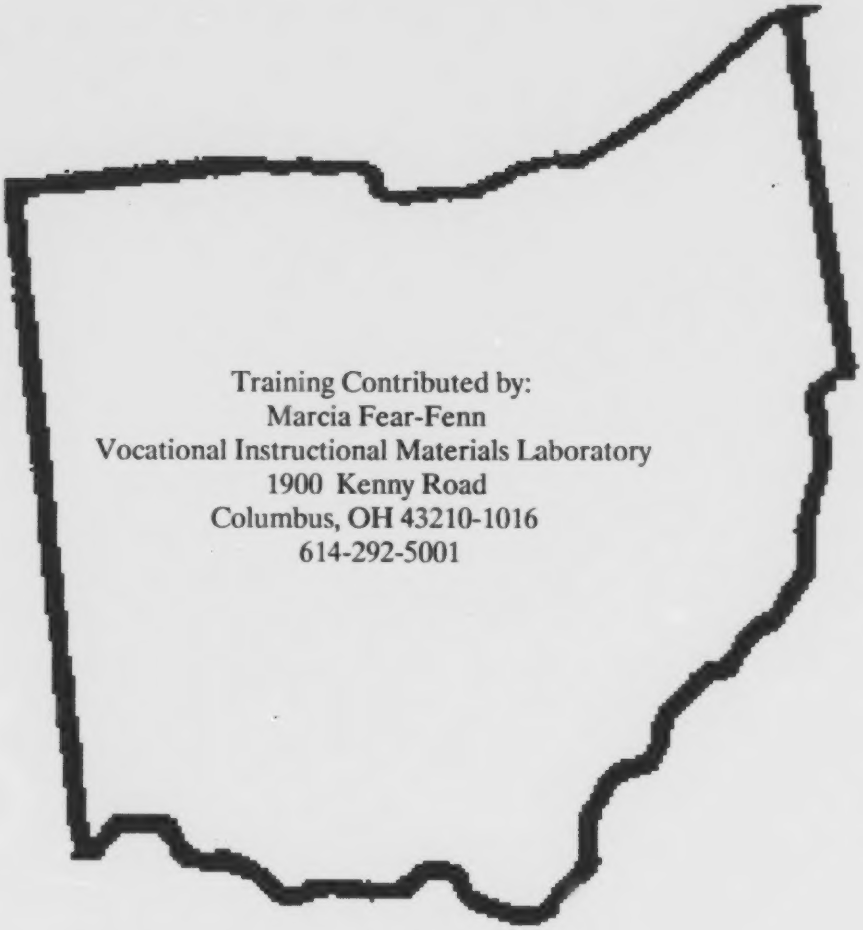
- 27% of all new jobs will fall into low skill categories—compared to 40% of jobs today.
- By 2000, it is estimated that 14% of all jobs will be entry level.
- Majority of new jobs will require some postsecondary education for the first time in history. Only 20% of jobs presently require a four year college education.
- Workers are changing jobs 5 or 6 times during lifetime
- By year 2000, 80% of new entrants into workforce will be women, minorities, immigrants.
- 33% of all jobs today will be obsolete by the year 1992.
- A growing trend of panic-hiring for technical and scientific positions.
- A trend toward specialization (rapid outdating of specialization)
- Automation and robotics(steel-collar workers) do not mean the end of manufacturing; but manufacturing done differently:
  - ~computer AIDED drafting
  - ~computer AIDED design/engineering
- Challenge to productivity resides in human and organizational elements:
  - ~creativity, cooperation, team players, flexible managers
- Entrepreneurship and small business the name of the game
  - ~quick, cheaper access to same information - innovation (specialty stores, community colleges, cable television)
- We are increasingly engaged in the work of the mind, not of the body:
  - ~eliminating need for humans to do demanding, repetitive, and dangerous tasks
- Current skills and knowledge create job security (individual remains useful)
- Think temporary
- Lifelong learning - training/retraining/upgrading
- Increasing emphasis on global economy
- Increasing diversified workforce

WHAT TO TELL YOUR AUDIENCE

- Voc ed increases educational options.
- Voc ed enriches a college-bound student's background, providing future engineers with drafting and electronics skills, hotel management professionals with food trade skills, businessmen and women with retailing or computer programming skills, and so on.
- Voc ed is a "pre-college" program for many high-tech post-secondary programs.
- Voc ed helps students decide what they want to do for a living. Child care helps students discover whether they really like working with children; auto repair helps car-crazy would-be mechanics find out if they really want to be one; and so on.
- Voc ed teaches language, math, and science skills in the context of career interests.
- Voc ed expands a student's horizons by providing transferable skills and universal workplace attitudes.
- Voc ed gives students the wage-earning potential to support themselves in college.
- Voc ed gives students who are not mature or sure enough for college the skills to get good jobs and a sense of direction.
- Voc ed gets mature students jobs with employers who will pay their college expenses.
- Voc ed establishes life-long, life-enriching, avocational interests.
- Voc ed attracts bright kids. (Who should be shown off.)
- Voc ed improves the academic grades of many students.
- Voc ed trains skilled workers for in-demand jobs that are well-paid and personally fulfilling.

Source: Charles W. Brodhead, "Polishing the Image," VocEd, November/December, 1984, p. 51.

Ohio



Training Contributed by:
Marcia Fear-Fenn
Vocational Instructional Materials Laboratory
1900 Kenny Road
Columbus, OH 43210-1016
614-292-5001

Managing Sexual Harassment

MANAGING SEXUAL HARASSMENT

Ohio Department of Education
Division of Vocational and Career Education
Columbus, Ohio

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INTRODUCTION

The term *sexual harassment* is often not understood by students who may have already directly encountered it. By examining options for behavior, students develop confidence in dealing with sexual-harassment situations. This short course is designed to help students define sexual harassment, recognize it as a form of discrimination, and learn to deal with it effectively.

The course outlines five 40-minute sessions, each including appropriate exercises, student worksheets, and transparency masters. Additional materials for the instructor wishing to expand or adjust the program are provided in the Appendices.

Both males and females should be represented equally in group activities. The *Pretest* and *Posttest* should be used to measure knowledge acquired as a result of this study and to solicit assertive feedback from students regarding the quality of the course content.

UNIT I
THE ROAD TO AWARENESS

Definitions

OBJECTIVES

Help students to

Recognize the differences between sexual harassment, harassment, and flirtation

Understand that sexual harassment is a way that people exercise power and that it is illegal

Test their personal knowledge of the widespread occurrence of sexual harassment

RESOURCES AND MATERIALS

Student Worksheet I-1:	*Pretest*
Transparency Master I-1:	*Guidelines on Discrimination Because of Sex*
Transparency Master I-2:	*Sexual Harassment Defined*
Transparency Master I-3:	*The Law*
Transparency Master I-4:	*Sexually Harassing Behaviors*
Transparency Master I-5:	*Power*

INSTRUCTIONAL ACTIVITIES

1. Ask students to complete Student Worksheet I-1, *Pretest.* Collect and save these evaluations until the end of the course. They can be compared with the *Posttests* to measure students' progress.

2. Explain to students that this course is designed to help them learn to recognize sexual harassment and to deal with it effectively.

3. Write *harassment* on the chalkboard and ask students to name the different types of harassment (e.g., physical, psychological, racial, sexual) Write their responses on the chalkboard.

4. Read the following definition of *harassment*: *to annoy persistently.*

5. Ask students to define *Sexual Harassment*, and write their responses on the chalkboard. Explain that the main difference between sexual harassment and flirtation is that sexual harassment is unwanted and unwelcome. Sexual harassment occurs when sexual language or behavior is unwanted, unwarranted, or threatens the ability of individuals to participate and benefit freely from their environment.

6. Project Transparency I-1, *Guidelines on Discrimination Because of Sex*, onto the screen. Explain to students that employers are responsible for the acts of their employees, regardless of whether or not the employers know about an employee's sexual harassment of another.

7. Project Transparency I-2, *Sexual Harassment Defined*, onto the screen. Read it to the students and explain that sexual harassment is illegal, but can occur just as readily in schools as on the job.

8. Familiarize students with the legislation prohibiting sexual harassment and sex discrimination by projecting Transparency I-3, *The Law*, onto the screen. Point out that Title VII covers employees and that Title IX covers students.

9. Project Transparency I-4, *Sexually Harassing Behaviors*, onto the screen. Discuss behaviors that represent sexual harassment. Explain that cultural and individual differences exist in communication patterns; thus, what one considers sexual harassment, another may not. It is possible that some harassers actually may not know that others find their behavior unacceptable.

10. Explain that sexual harassment is often an unfortunate way that people exercise power. Although some harassers are in a position of authority over their victim (e.g., supervisor, employer, teacher), other coworkers, students, or employees can also sexually harass one another. Often harassers gain power by virtue of the fact that they are controlling their own behavior; victims sometimes feel powerless to stop that behavior. Harassers almost always act alone and frequently harass several different people at the same time. In addition, the harassing behavior is often directed toward the victim consistently over a long period of time.

11. Project Transparency I-5, *Power*, onto the screen. Ask students to describe relationships in which one person has power over another (e.g., supervisor-worker, teacher-student, parent-child) Discuss how this power can affect each person. (Do not leave the impression that only persons of a higher status can sexually harass others -- anyone can sexually harass another person.

12. Ask students to think of a time when they may have experienced harassment, either physical, psychological, racial, or sexual, and to discuss these experiences in class.

STUDENT WORKSHEET I-1
PRETEST

This short course on sexual harassment is designed to help you define sexual harassment, recognize it as a form of discrimination, and learn to deal with it effectively. Please take a few minutes to respond to the statements below.

TRUE OR FALSE (Circle the appropriate response.)

True False 1. Sexual harassment is not a big problem and should be ignored.

True False 2. Men are harassed as often as are women.

True False 3. Teachers, supervisors, employers, and others in a role of authority are people who sexually harass others.

True False 4. Sexual harassment affects the person being harassed but does not affect others.

True False 5. Women invite sexual harassment by their behavior and dress.

TRANSPARENCY I-1
GUIDELINES ON DISCRIMINATION BECAUSE OF SEX

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or of creating an intimidating or offensive working environment.

Source: Congressional Federal Register (1980, November 10).

TRANSPARENCY I-2
SEXUAL HARASSMENT DEFINED

Sexual harassment consists of verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of a recipient that denies, limits, provides different or conditions the provision of aid, benefits, services, or treatment protected under Title IX.

Source: Office for Civil Rights Policy Memorandum (1981, August 31).

TRANSPARENCY I-3
THE LAW

Federal legislation, specifically Title VII of the Civil Rights Act of 1964, prohibits employment discrimination on the basis of race, color, religion, national origin, or sex. The importance of this legislation is that it prohibits sex discrimination in employment, including school employment. Subsequent federal legislation, Title IX of the Education Amendments of 1972, established the unlawfulness of sex discrimination against students and employees in all educational institutions receiving federal assistance. In addition, Title IX requires all educational institutions to establish grievance procedures for alleged discrimination on the basis of sex.

TRANSPARENCY I-4
SEXUALLLY HARASSING BEHAVIORS

- Physical sexual assault
  - Attempted rape
  - Rape

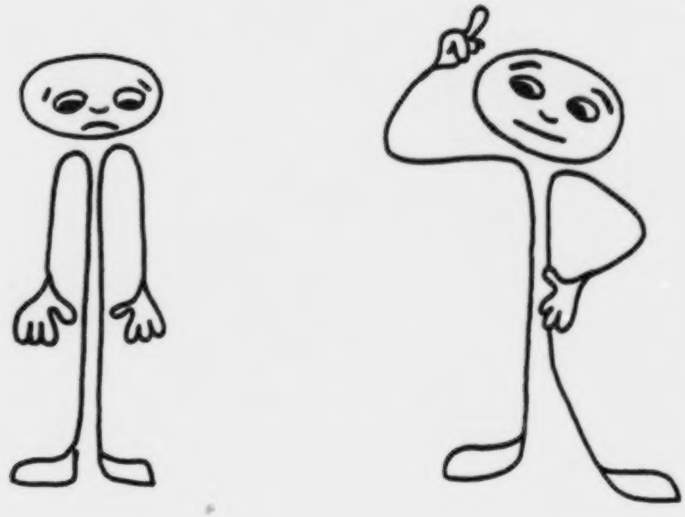
- Unwanted touching
  - Patting
  - Grabbing
  - Pinching
  - Kissing

- Insulting sounds
  - Whistles
  - Obscene gestures
  - Jokes about sex
  - Offers of money for sex

- Nonverbal, sexually suggestive behavior

TRANSPARENCY I-5

POWER



UNIT II
SUFFERING THE LOSSES

Consequences

OBJECTIVES

Help students to

Understand that the person being harassed is the victim

Identify the feelings and emotions of the victim

Recognize the consequences that can occur as a result of sexual harassment

RESOURCES AND MATERIALS

Student Worksheet II-1:	*Role-Playing*
Transparency Master II-1:	*Feelings of the Victim*
Transparency Master II-2:	*Thoughts of the Victim*
Transparency Master II-3:	*Women Most Commonly Harassed*
Transparency Master II-4:	*Harasser*

INSTRUCTIONAL ACTIVITIES

1. Ask students how they feel when they have power (distinguish between feelings and thoughts). Review several experiences discussed in Unit I and ask students to express feelings related to powerlessness. Write their responses on the board.

2. Project Transparency II-1, *Feelings of the Victim*, onto the screen and explain to students that harassment causes an uncomfortable feeling that may lead a person to feel trapped, confused, frustrated, angry, resentful, or helpless. Teasing or flirting does not usually leave a person with these same feelings. Many who have been sexually harassed often blame themselves and believe that others, upon learning about the situation, would blame them too. For this reason, they often feel alone and feel that they could have done something to prevent the incident. Others become angry, but try to hide their anger so they are not seen as troublemakers. This masked anger eventually explodes into defensiveness.

3. Many thoughts accompany the above-cited feelings. Ask students to describe what they would think if they were being sexually harassed. Project Transparency II-2, *Thoughts of the Victim*, onto the screen and discuss these thoughts.

4. Many negative consequences can be associated with sexual harassment. Ask students what physical and economic consequences could occur as a result of sexual harassment. Be sure they consider the following consequences.

Physical	Economic
Depression	Loss of income
Stress	Loss of advancement opportunities
Substance abuse	Loss of benefits
Nausea	Loss of educational opportunities
Headaches	Loss of professional contacts
Ulcers	Loss of unemployment insurance

5. Women are more likely to be harassed than are men. Project Transparency II-3, *Women Most Commonly Harassed*, onto the screen to discuss types of women most commonly harassed.

6. Sexual harassers almost always act alone and frequently harass several different people at the same time. In addition, the harassing behavior is often directed toward the victim consistently over a long period of time. Research on sexual harassment indicates that men who are older, in positions of high status, married, and somewhat unattractive often do the harassing. On the other hand, men who report being sexually harassed by women identify the women as being younger, single, and attractive.

7. Project Transparency II-4, *Harasser*, onto the screen. Point out that the harasser may be somewhat confused by his or her own feelings. The harasser may not even see the actions as degrading to the one being harassed but, instead, sees the situation in a totally different light. For example, the harasser may be trying to attract the attention of the other individual. These attempts to *attract* may actually be harassment, although the perpetrator does not see it that way. Perhaps the harasser thinks he or she is being cute and has no idea that the other person is hurting. Or, upon seeing the other person's anger, the harasser may become embarrassed but may not know how to stop the harassment without looking foolish.

8. Divide students into groups of four or five and give each group Student Worksheet II-1, *Role-Playing*. Ask them to choose roles (e.g., harasser, victim, observer). Explain that there will be no judging of the quality of acting. The purpose of this role-playing is to help students understand the feelings associated with sexual harassment.

9. After students have role-played, assemble as a class again to discuss the feelings associated with power and powerlessness.

STUDENT WORKSHEET II-1
ROLE-PLAYING

A. Leslie is the only girl in her carpentry class. She enjoys carpentry and hopes to make it her career. She wants to get more experience, but her teacher keeps her busy cleaning up sawdust and running errands to and from the office. When she complains to the teacher, he puts his arm around her and says not to worry.

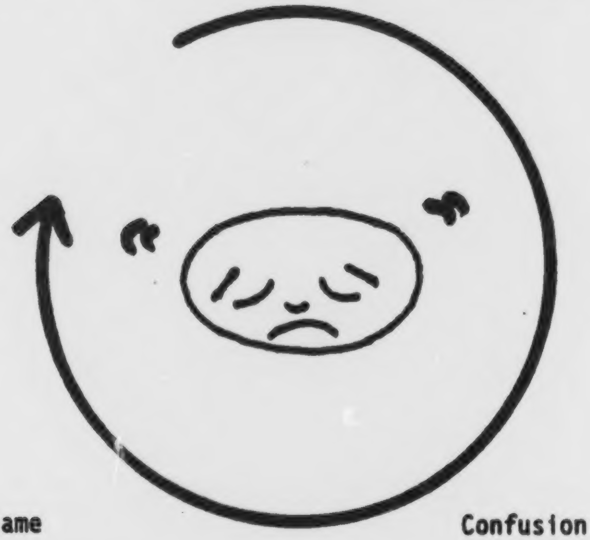
B. Mary is everyone's favorite history teacher. She often hugs the boys and lately has been keeping Jim after class *just to chat*. Mary grades Jim's work higher when he stays for these after-school *chats*, so he does not know how to tell her he just does not want to stay late with her.

C. Lisa just started a new job and her boss tells her to come in early Saturday morning for orientation. When Lisa arrives, she finds she is alone with Dave. As he takes her through orientation, he constantly makes sexual suggestions and informs her that there will be rewards for her if she is interested.

D. Jesse is the only female enrolled in carpentry class. All the males tease her and make fun of her. One in particular makes repeated sexual comments. When Jesse complains to the teacher, she is told to get used to it if she is going to work with males.

E. Bill has worked very hard for a promotion. He stays late and arrives early to work. He is dedicated and does not want to be seen as a complainer; however, he has been passed over for a promotion, and a new female employee just out of school and with no experience has received the promotion that he feels is due to him.

TRANSPARENCY II-1



Anxiety
Shock
Denial

Insecurity
Betrayal
Embarrassment

Isolation
Guilt
Defeat

Anger
Fear
Frustration

Shame
Hopelessness
Powerlessness

Confusion
Hatred
Self-consciousness

FEELINGS OF THE VICTIM

TRANSPARENCY II-2
THOUGHTS OF THE VICTIM

1. I can't believe this is happening to me.

2. I hate you for doing this to me.

3. If I say anything, everyone will think I'm crazy.

4. Just leave me alone.

5. What is going to happen next?

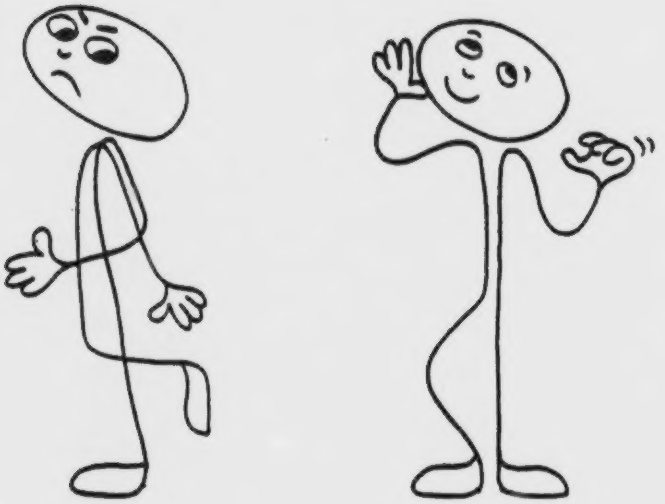
6. I wish I could get away from all this.

7. Why doesn't anyone help me?

TRANSPARENCY II-3
WOMEN MOST COMMONLY HARASSED

1. Single and divorced women
2. Women trainees
3. Younger and older women
4. Women pioneers in nontraditional careers
5. Lower-salaried women
6. Women with high dependence on their job
7. Women in graduate school, near the age of the instructor
8. Minority women
9. Nonassertive or passive women
10. Women who appear to be confident

HARASSER



UNIT III
WHAT TO DO

Options

OBJECTIVES

Help students to

Understand their rights and learn that some response is necessary

Identify their options for responding to sexual harassment and write a letter to a harasser

Know what legal action can be taken if the students are sexually harassed

RESOURCES AND MATERIALS

Student Worksheet III-1:	*Responding to Harassment*
Student Worksheet III-2:	*A Letter to the Harasser*
Student Worksheet III-3:	*Resources*
Transparency Master III-1:	*A Bill of Assertive Rights*
Transparency Master III-2:	*Elements of a Letter*

INSTRUCTIONAL ACTIVITIES

1. Remind students of role-play situations from the last class session. Discuss with students how they might respond if they found themselves in a similar situation.

2. Distribute Student Worksheet III-1, *Responding to Harassment*. Discuss the numbered items, then ask students to complete the worksheet with assertive remarks such as (to the harasser) *I do not like your brushing against me and I want it to stop;* (to a witness) *Would you write down for me what you just observed?;* and (to a teacher) *Please observe how Brian treats me after class.* After students have completed the worksheet, project Transparency III-1, *A Bill of Assertive Rights*, onto the screen and examine individual rights with the students. Discuss their written responses on the worksheet and confirm to students that they must respond assertively to the situation; ignoring it may only serve to make it worse.

3. Ask students to add to their list any valuable verbal responses they have learned. (Students may want to keep this list for future reference.)

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4. Another option is to write a letter to the harasser. Ask the students why writing a letter might be a good response. Offer students the following benefits of writing a letter.

   a. A letter will serve to put the victim in control, whereas the harasser has been in control to this point. By placing the harasser in the receiving role, the victim can be self-assured.

   b. A letter will catch the harasser off guard. If possible, the letter should be given to the harasser by the victim in the presence of a trusted adult who is aware of the situation. If the letter must be sent to the harasser's home, mark the envelope *personal*. Keep a copy of the letter for yourself and also give a copy to the complaint manager, the supervisor, or the adult who is overseeing the situation.

   c. A letter will allow the victim to take action yet feel safe, because it is not a verbal confrontation.

   d. A letter will outline for the harasser the serious consequences of sexual harassment. The harasser may come to better understand the victim's feelings, which may not have been considered or understood previously.

   e. A letter will provide legal protection by documenting the sexual harassment incident and can include actions, feelings, witnesses, and a firm request for the harasser's actions to stop.

5. A letter should be direct yet polite. Project Transparency III-2, *Elements of a Letter*, onto the screen and present the elements of a good letter.

6. Distribute Student Worksheet III-2, *A Letter to the Harasser*, and ask students to compose a letter to this harasser.

7. Have students share their letters aloud with the class. Consider the following points.

   a. Have they included the proper elements?

   b. How do they think the harasser will respond?

   c. What other things might the students do in a situation such as this?

8. Explain to students that sometimes it is necessary to take legal action. When sexual harassment persists or when it infringes on one's ability to learn in an educational setting or to perform on the job, it is time to take action. Employees and students

have the legal right to work and learn in an environment free from discriminatory intimidation, ridicule, or insult. Distribute Student Worksheet III-3, *Resources*, and discuss options for taking action against sexual harassment. These options include following internal procedures, relying on external agencies, or engaging a private attorney.

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STUDENT WORKSHEET III-1
RESPONDING TO HARASSMENT

1. Talk to a friend, a counselor, or a relative. Talking about the situation often helps put the facts in perspective and provides solutions in dealing with the matter.
2. Do not laugh at the harassing behavior.
3. Confront the harasser with a firm *no* at the first sign of sexual harassment. Let the harasser know that this behavior will not be tolerated.
4. Avoid being alone with the harasser.
5. Talk with other students or coworkers to see if they have been harassed. Complaints from a group carry more weight than those from an individual.
6. Review your organization's policies and procedures on sexual harassment.
7. Discuss the issue with a knowledgeable person in the organization -- for example, a supervisor, a director of personnel, an equal employment opportunity officer, or an affirmative action officer.
8. After a sexual harassment occurrence, ask any witnesses to verify your experience.
9. Keep a written record documenting as precisely as possible what happened, when it took place, and any witnesses. This will be important if charges are filed.
10. Make it known in front of other people that this type of behavior is offensive and unacceptable.

(continued)

STUDENT WORKSHEET III-1
RESPONDING TO HARASSMENT
(continued)

In order to assertively respond to the situation from the start, think now of what you might say to each of the following people. Write several direct verbal responses below.

1. To a harasser who has just verbally harassed you

2. To a witness who observed the incident

3. To a teacher or supervisor who might help you take immediate action

4. To another student or coworker who may have had the same problem

5. To a compaint officer or an affirmative action officer who will assist you in resolving the problem

STUDENT WORKSHEET III-2
A LETTER TO THE HARASSER

The Scenario

Incident 1:	You are sitting in class. Another student begins winking at you and whispers sexual suggestions. You become embarrassed and look straight ahead, pretending not to hear or see the other student.
Incident 2:	You are walking to your next class. The same student walks up and puts an arm around your shoulder and again makes sexual remarks. You push the arm away, yell *Stop it!*, and begin to walk faster. The harasser does not follow, but stands laughing.
Incident 3:	You are again in class. A note that contains sexual comments is passed to you. You angrily crumble the note and again ignore the other student.

Now you realize this is a problem you must confront. Compose a letter to this student in the space below.

STUDENT WORKSHEET III-3
RESOURCES

Employees and students have the legal right to work and learn in an environment free from discriminatory intimidation, ridicule, or insult. Recent court rulings have made organizations more responsible for preventing sexual harassment. Within an organization, people should contact an affirmative action officer, an equal employment opportunity officer, or a personnel officer to file a complaint. In cases of physical assault, the police should be contacted immediately to file criminal charges. External procedures may be initiated by contacting the following agencies in Ohio:

Ohio Civil Rights Commission
220 Parsons Avenue
Columbus, Ohio 43215

Equal Employment Opportunity Commission
1375 Euclid Avenue, Room 600
Cleveland, Ohio 44115

In cases involving sexual harassment, information and support can be obtained from the following agencies:

Committee Against Sexual Harassment
65 South Fourth Street
Columbus, Ohio 43215

National Organization for Women, Task Force on Sexual Harassment
P.O. Box 15326
Columbus, Ohio 43215

TRANSPARENCY III-1
A BILL OF ASSERTIVE RIGHTS

I. You have the right to express your opinion.

II. You have the right to have other people dislike you.

III. You have the right to know and understand any situation with which you are confronted.

IV. You have the right to make up your own mind and to take responsibility for the consequences of your behavior.

V. You have the right not to offer reasons or excuses for your behavior.

TRANSPARENCY III-2
ELEMENTS OF A LETTER

A good letter to the harasser should include the following points.

1. How the victim feels about the situation and a description of the negative effects it has had on the victim

2. A solution to the problem, if the writer feels it is appropriate

3. An accurate account of the times, dates, and places relevant to the alleged harassment

4. A final statement firmly requesting the harasser to stop the harassing and stating the reasons why

UNIT IV
THINKING IT THROUGH

Perspectives

OBJECTIVES

Help students to

Explore sexual harassment situations

Recognize the prevalence of sexual harassment

Understand others' perspectives on the issue

RESOURCES AND MATERIALS

Locate one of the following:

Clark, W. (Producer). (1980). *Workplace hustle* [Film]. San Francisco, CA: Woody Clark Productions.

Donahue, P. (Producer). (1987). *Sexual harassment on the job* [Film]. Princeton, NJ: Films for the Humanities and Sciences.

MTI Teleprograms (Producer). (1981). *Sexual harassment in the workplace: The power pinch* [Film]. Waterford, CT: Bureau of Business Practice.

INSTRUCTIONAL ACTIVITIES

1. Review the main points of previous lessons and prepare students for the film to be shown.
2. After the film has been shown, discuss the major points of the presentation.
   - a. Were realistic situations depicted?
   - b. Is sexual harassment a problem?
   - c. What does sexual harassment mean?
   - d. How does it affect the victim?
   - e. How does it affect coworkers, family, friends, and observers?
   - f. What can be done to stop sexual harassment?
   - g. What is the law prohibiting sexual harassment?

UNIT V
DO SOMETHING

Resolutions

OBJECTIVES

Help students to

Identify a sexual-harassment situation

Examine possible solutions to given situations

Evaluate myths and realities of sexual harassment

RESOURCES AND MATERIALS

Student Worksheet V-1: *Scenarios*
Student Worksheet V-2: *Posttest*

INSTRUCTIONAL ACTIVITIES

1. Divide students into groups of three or four.

2. Distribute Student Worksheet V-1, *Scenarios*, to each group and ask them to pick two of the scenarios to work with. Allow them ample time to read the scenarios and discuss answers to the questions.

3. When the groups have completed their assignment, ask a spokesperson from each group to discuss the two chosen scenarios and answer the questions for the class. Suggested answers follow.

   a. Scenario 1

      (1) Ray's behavior exhibits sexual harassment because it involves the following:

      Conversations that are too personal
      Offensive verbalizations
      Sexually suggestive remarks
      Humor and jokes about sex
      Constant embarrassing comments

      (2) Ray's supervisors should take action; however, their response will depend a great deal on how the organization views sexual harassment. Since sexual harassment is illegal, a policy should be in place.

(3) Since the women Ray is harassing have told him they are offended by his behavior, they may try other responses such as the following:

Confront Ray, as a group, requesting him to stop
Talk to Ray's supervisor, as a group
Avoid being alone with Ray
Keep a journal, documenting the incidents
Write a letter to Ray, requesting him to change his behavior

(4) Ray may be insecure. He may be trying to appear cool in front of others. It is also possible that Ray believes his behavior is flattering to women.

(5) The women should have given Ray a firm *no* at his first remark. If he had been told at the start that his behavior was unacceptable, it might not have continued.

b. Scenario 2

(1) This situation does not involve sexual harassment. Although Christie might have been offended by the implication over dinner, Dean did not harass Christie.

(2) Christie's boyfriend overreacted to the situation; whether or not to resign is Christie's decision.

(3) Christie could have refused the dinner invitation or could simply have told Dean she was not interested and dismissed the whole implication. It was her decision to tell her boyfriend, and it is her decision as to what to do next, if anything.

(4) Michael was unaware of the situation; however, had he known, he might have confronted Dean.

c. Scenario 3

(1) There are actions Cam can take, other than quitting the program. He can talk to a counselor or to the Title IX coordinator.

(2) Perhaps Cam should have said something to his teacher sooner. A firm *no* might have prevented more serious harassment.

(3) Cam could share his problem with a counselor, a school official, a family member, or a friend. He should avoid being alone with his teacher, and he should look into filing a formal complaint.

(4) Yes, students have a legal right to learn in an environment free from sexual harassment. If the school does not have a formal policy for handling sexual harassment, it should develop one.

4. Distribute the Student Worksheet V-2, *Posttest*, to students. Collect the evaluations when students have completed them. Then go over the five true-or-false statements with the students and allow them to answer and discuss the statements. (Suggest that they retain their notes in case they are confronted with the situation in the future or want to offer help to another person confronted with sexual harassment.) Explain that these statements summarize the most common myths about sexual harassment, and therefore all the statements are false. Responses to the statements follow.

   Response to Statement 1: Our society is uncomfortable discussing sexual feelings and sexual issues, so many observers and involuntary participants in sexual-harassment situations are unwilling to discuss the existence of the problem. To avoid the unpleasantness of such an encounter, many of those involved choose to ignore the issue. Ignoring the problem most often only serves to condone it. Taking immediate action and bringing the problem to the attention of others is vitally important.

   Response to Statement 2: Men are not harassed as often as women. Research indicates that only one out of ten males will encounter sexual harassment; however, one out of two females will encounter sexual harassment at some time on the job or during their education.

   Response to Statement 3: People who are in roles of authority, such as teachers or supervisors, may be in a position to sexually harass others, but they are not alone. Students or coworkers can also sexually harass one another.

   Response to Statement 4: Others are influenced by what they observe. Especially vulnerable are youngsters, who observe the discriminatory treatment of women and possibly assume that this is the way women are to be treated. Adults observing harassment can feel hurt and confused as to what actions to take. Also, a harasser often harasses several different people at the same time.

   Response to Statement 5: Sexual harassment is not a sexually motivated act. It is an assertion of power and hostility that is expressed in a sexual manner. Even though many women like to dress attractively, this does not mean they want to attract everyone's attention or that they want to be sexually harassed.

STUDENT WORKSHEET V-1
SCENARIOS

Scenario One

Ray is an executive for a prestigious manufacturing company. Whenever he talks with coworkers, he almost always brings up the topic of sex and enjoys telling dirty jokes to anyone who will listen -- male or female. He makes it a policy to introduce himself to new female employees and to let them know he is available for ***after-hour activities***. Ray does not hesitate to ask a women about her personal life -- especially the sexual aspects. Whenever Ray is away from the company to attend a seminar or a conference, he looks for women who appear to be alone and spends his time with them. Several women, both in and out of the workplace, have told Ray they were offended by his unprofessional behavior. So far, however, nothing has changed.

Answer the following questions.

1. Does Ray's behavior exhibit sexual harassment? Why or why not?
2. Should Ray's work supervisors take any action?
3. Are there any actions that Ray's female coworkers can take, either individually or as a group?
4. Why might Ray behave as he does?
5. Could anything have been done to prevent this situation from occurring? If so, what?

(continued)

Scenario Two

Christie is an assistant supervisor for a large corporation. Her boss is Michael, the division manager. Christie and Michael went out of town to attend a seminar. While there, they met Dean, a district supervisor who formerly worked under Michael. After the first day of the seminar, Dean asked Christie out to dinner; however, at dinner he implied he wanted Christie to spend the night with him. Christie refused and Dean did not try to change her mind . He took her back to her hotel right after the dinner. Dean did not tell Michael about remarks to Christie or about her refusal. During the rest of the trip, the relationship between Dean and Christie was strictly professional. When Christie returned home, she told her boyfriend about the situation. He became so upset that he asked Christie to resign from her job.

Answer the following questions.

1. Was this a case of sexual harassment? Why or why not?
2. Do you agree with Christie's boyfriend? Why or why not?
3. Should Christie have taken other action?
4. Should Michael have taken any action? Why or why not?

(continued)

STUDENT WORKSHEET V-1
SCENARIOS
(continued)

Scenario Three

Cam is a male vocational student enrolled in cosmetology. He is the only male in the class. Cam's teacher says he must feel uncomfortable being the only male, so she gives him special attention during class. She also invited him to lunch in the teachers' dining room and often asks for his help after class. Cam begins to find cartoons with sexual implications slipped into his books and in his locker. After a few weeks Cam gets up the nerve to bring the cartoons to the attention of his teacher. When he does so, she puts her arm around him and blames the female students for being jealous. When Cam says he is going to talk to the school counselor about the situation, his teacher tells him that would not be a good idea if he wants to pass the course. Cam, exhausted from the stress, is ready to drop out of the program.

Answer the following questions.

1. Should Cam quit the program? Why or why not?
2. Is there anything Cam could have done sooner to prevent or lessen the severity of the harassment?
3. At this point, what action should Cam take?
4. Does the vocational school have a responsibility in this situation? If so, what?

STUDENT WORKSHEET V-2
POSTTEST

This short course on sexual harassment was designed to help you define sexual harassment, recognize it as a form of discrimination, and learn to deal with it effectively. Please take a few minutes to respond to both sections below.

TRUE OR FALSE (Circle the appropriate response.)

True False 1. Sexual harassment is not a big problem and should be ignored.

True False 2. Men are harassed as often as are women.

True False 3. Teachers, supervisors, employers, and others in a role of authority are the only people who sexually harass others.

True False 4. Sexual harassment affects the person being harassed but does not affect others.

True False 5. Women invite sexual harassment by their behavior and dress.

RATINGS (Circle the appropriate response.)

1. Was this course interesting to you?

5	4	3	2	1
Yes		Somewhat		No

(continued)

STUDENT WORKSHEET V-2
POSTTEST
(continued)

2. Would you recommend this course to others?

5	4	3	2	1
Yes		Somewhat		No

3. Was the material you learned in this course valuable to you?

5	4	3	2	1
Yes		Somewhat		No

4. Will you share any of your new knowledge with anyone else?

5	4	3	2	1
Yes		Somewhat		No

5. Will your behavior change in the future because of what you learned in this course?

5	4	3	2	1
Yes		Somewhat		No

APPENDIX A
DEFINING *SEXUAL HARASSMENT*

Divide students into groups of five or six. Have students define *sexual harassment*, trying to use terms that are clear, understandable, and agreeable to everyone in the group. Students should consider what components are necessary to apply their definition to the formulation of a policy statement. Review the points they have included and their definition. What behaviors have they included?

APPENDIX B
DEFINITIONS

To help students better understand the concept of sexual harassment, have them define the following terms associated with sexual harassment and then use the terms in a sentence.

Aggravate

Coerce

Frighten

Frustrate

Humiliate

Insinuate

Intimidate

Misconceive

Provoke

Suggest

Tolerate

APPENDIX C
GATHERING INFORMATION

Have students write to one or more of the following organizations requesting information on sexual harassment.

Equal Employment Opportunity Commission
2401 E Street, NW
Washington, DC 20507

United States Commission on Civil Rights
1121 Vermont Avenue, NW
Washington, DC 20425

United States Department of Education, Office for Civil Rights
55 Erieview Plaza, Room 222
Cleveland, Ohio 44114-1816

Ohio Civil Rights Commission
220 Parsons Avenue
Columbus, Ohio 43215

Equal Employment Opportunity Commission
1375 Euclid Avenue, Room 600
Cleveland, Ohio 44115

National Organization for Women, Task Force on Sexual Harassment
P.O. Box 15326
Columbus, Ohio 43215

Committee Against Sexual Harassment
65 South Fourth Street
Columbus, Ohio 43215

APPENDIX D
PANEL DISCUSSION

Invite a variety of speakers from the business community, a local school or university, a women's group, or a civil rights group to speak or take part in a panel discussion on sexual harassment. (Try to include an attorney, an employer, and someone who has been sexually harassed.) Have students prepare questions beforehand to ask the speakers.

APPENDIX E
FACT-FINDING ACTIVITY

Divide students into groups of five or six. Have them develop questions that could be used in conducting a survey on whether or not sexual harassment exists in their school. If time permits, let each student survey two male and two female students outside of class. After the survey has been finished, compile the results and share them with the class.

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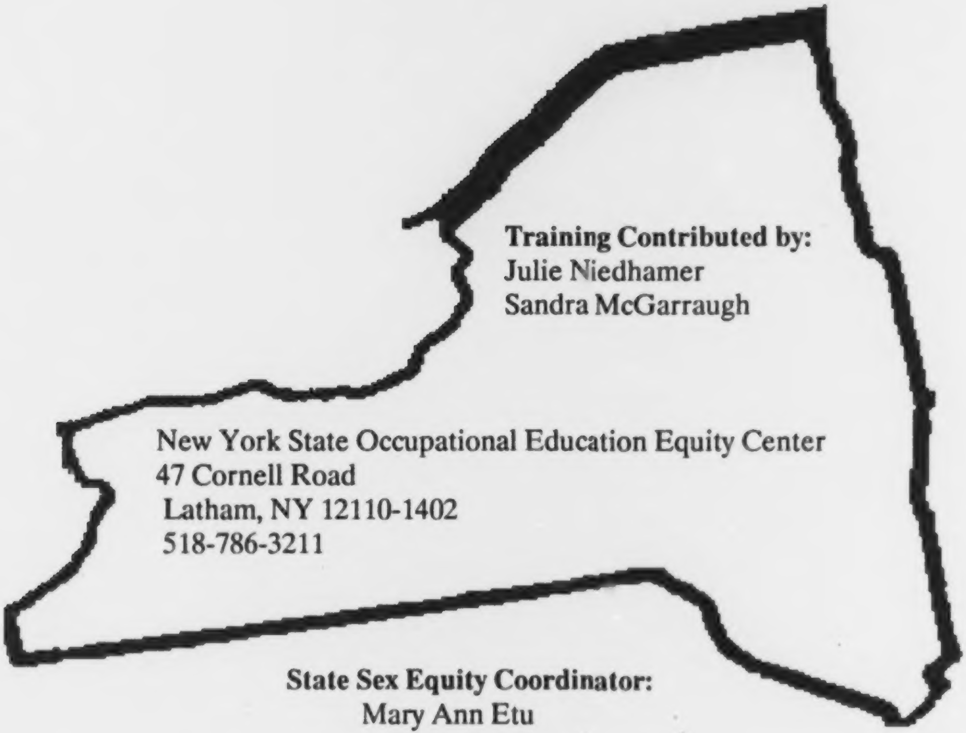
New York



Training Contributed by:
Julie Niedhamer
Sandra McGarraugh

New York State Occupational Education Equity Center
47 Cornell Road
Latham, NY 12110-1402
518-786-3211

State Sex Equity Coordinator:
Mary Ann Etu

Preparing to Meet the Needs of the Hard to Serve Adult Reentry Student

New York State Occupational Education Equity Center
(formerly Project VOICE-MOVE)
47 Cornell Road, Latham, New York 12110-1402 • (518) 786-3211

Equity is Essential

TOPIC: Preparing to Meet the Needs of the Hard to Serve Adult Reentry Students

INTRODUCTION: This participatory training was developed in response to the new JOBS legislation being enacted throughout NY State. As a result of this legislation many female, heads of households - welfare clients - will be seeking education, training, and job placement. In order to support the educational institution in setting up services that adequately meet the diverse needs of these students, the following training design has been developed for teachers, counselors and program directors.

TIME NEEDED: Minimum 1 1/2 hours
Maximum 2 1/2 hours

MATERIALS NEEDED: Handouts
Flip chart and paper
Masking tape and markers
Resource materials
optional Photos for collage
Glue

AGENDA:

Introduction

Activity I: The Stereotype:
Small group assignments
Select recorder
Report to group

Closure: Ideal Student

Lecturette: Who are the new students?
Characteristics?
Needs?

Activity II: The Individuals:
Small group assignments
The case study
Report to group on barriers and strategies

Lecturette: Classroom Management
Teacher qualities
Classroom issues
Why vocational education

Materials and Resources

Evaluation

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Evaluation

OBJECTIVES:

1. Participants will gain a better understanding of the characteristics and attitudes that re-entry adults bring to a traditional educational program.

2. Participants will have an opportunity to discuss and develop strategies for meeting the needs of the "hard to serve" group of reentry adults.

ACTIVITIES:

INTRODUCTION: Explain the issues, the trainer's connection with them, and give an overview of the agenda.

Activity I:

Divide the participants into working groups of 5 to 8. Allow them to rearrange the seating so as to cluster together. Have each group choose a Recorder/Reporter.

Option I: The Great American Stereotype Exercise

Each group will brainstorm 2 separate lists. List #1 will be the qualities/traits attributed to students. List #2 will be the qualities/traits attributed to single mothers on welfare.

Process this with the group at large.
Reporters will read the list of traits. Trainer lists on newsprint and directs any discussion. Discuss and summarize traits when all groups have reported. What generalizations, assumptions can be made?

Option II: The Student Attributes Collage
Pass out pictures of a number of people. These should be diverse in gender, age, race and socio-economic status. Pass out newsprint, glue, and markers. Have each group create a collage of students whom they would or would not wish to have in class. Write the positive or negative traits on the collage.

Process with the group at large:
Reporters will read list of traits and explain the collage.
Tape collage to the wall.
Trainer will lead discussion surrounding student attributes. What generalizations. assumptions, can be made?

Closure to Activity I:

Summarize the group findings and hold 5 minute discussion on the findings. Relate these to "Hard to Serve Reentry Student".

Lecturette:

This 5 - 10 minute lecture should focus on the facts found in Attachment A.

Activity II:

Case Study:

From the enclosed packet assign a different case study to each group.

First individually and then collectively the participants will complete the information on the case study sheets. (15 min)

Reporter presents findings to group at large.

Share all case studies with groups.

Allow group at large to offer other suggestions or resources.

The large group process can be a summary or highly interactive exercise involving a great deal of information sharing - depending upon time constraints.

Lecturette on Classroom Management:

Teacher qualities
Classroom issues
Reasons for Voc Ed
Co-operative learning design
Individualized learning plans
Non-traditional career exploration and support
Teacher as resource and referral agent to support systems
Development of a Mentoring plan

Materials and Resources:

Pass out the handouts: How well equipped is your Agency to Serve: Articles on Adult Education; Any other information available for encouraging and supporting NTO.

Evaluation: (see attachment)

prepneeds

Attachment A

ILLITERACY, POVERTY, AND RE-ENTRY: FACTS THAT CHALLENGE ADULT EDUCATION*

ONE OUT OF EVERY FOUR HIGH SCHOOL STUDENTS DROPS OUT BEFORE GRADUATION. ONE OUT OF EVERY SEVEN HIGH SCHOOL DROPOUTS EARNS A GED.

ONE OUT OF EVERY TWO SINGLE MOTHERS HAS LESS THAN A HIGH SCHOOL EDUCATION.

IN 1984 WOMEN AND CHILDREN WHO ARE UNDER THE AGE OF 21 CONSTITUTED 80.2% OF THE TOTAL POPULATION LIVING IN POVERTY.

SIXTY PERCENT OF ALL ADULTS RECEIVING AFDC HAVE NOT COMPLETED HIGH SCHOOL; THE AVERAGE READING LEVEL OF AFDC MOTHERS BETWEEN THE AGES OF 17 AND 21 IS BELOW THE SIXTH GRADE.

IN 1988 THERE WERE 27 MILLION FUNCTIONAL ILLITERATES IN THE U.S.; AN ADDITIONAL 40 MILLION HAVE MARGINAL LITERACY SKILLS.

BY THE YEAR 2000 PEOPLE WITH LESS THAN A HIGH SCHOOL EDUCATION WILL BE ABLE TO FILL ONLY 40% OF ALL JOBS.

IN 1986 42% OF BLACK FAMILIES, 23% OF HISPANIC FAMILIES AND 13% OF WHITE FAMILIES WERE HEADED BY WOMEN.

THREE OF THE FASTEST DECLINING OCCUPATIONS PROJECTED IN THE U.S. FROM 1984-1995 ARE STENOGRAPHERS, SHOE SEWING MACHINE OPERATORS, AND RAILROAD OPERATORS AND REPAIRERS.

THE NEED FOR COMPUTER SYSTEM ANALYSTS, SCIENTISTS, AND HEALTH PROFESSIONALS IS EXPECTED TO INCREASE TWO OR THREE TIMES FASTER THAN THE AVERAGE 25% GAIN EXPECTED AMONG SERVICE WORKERS AS A WHOLE.

THE PROPORTION OF UNIONIZED EMPLOYED WAGE AND SALARY WORKERS IN NYS HAS DECLINED TO 19.1% IN 1984 FROM OVER 33% IN 1956. BY 2000 THE UNION PROPORTION IS EXPECTED TO DROP TO 13%. (NYS DOL)

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*Except where indicated, all data are from the U.S. DOL Bureau of Labor Statistics or Women's Bureau

CASE STUDY: SYLVIA H.

Sylvia H., a 43 year old recently divorced Hispanic housewife, is enrolled in an ESL class through the evening division of the local school district. Her husband, a University Professor from Cuba, ended their 26 year marriage when he began having an affair with a woman, who is a professor of language like himself. Sylvia maintained her cultural role as a wife and mother throughout her marriage, and although she has a comfortable financial settlement, is faced with major changes in order to live independently. Her youngest daughter lives in the area and has been a tremendous support to Sylvia during this very difficult transition period.

Sylvia has connected with a Displaced Homemaker Center and attends a support group for divorced women. She is taking driving lessons and has plans to buy her first car. As her English skills increase she feels more competent and has expressed an interest in nursing. The counselor for the ESL program has recommended that she pursue an LPN training program offered at the local BOCES. Sylvia has a high school diploma from a convent school in Cuba and has scored fairly high on the aptitude tests she has taken.

Note: You are developing an educational plan for Sylvia H. Identify 4 or 5 needs that might become barriers to her successful completion of an educational program.

1.
2.
3.
4.
5.

Now list some possible services or features of an educational program that would meet the needs identified above.

1.
2.
3.
4.
5.

CASE STUDY: PATTY W.

Patty W. is 19 years old, a single parent with a 4 year old son who is attending a YWCA sponsored preschool program. Patty has become involved in a teenage parents counseling group held during the preschool sessions. Although she is quite involved in the group, her attendance is irregular. Transportation and the frequent required appointments with her welfare caseworker are often a barrier to her attendance. She has no close friends or family with whom to leave her son when he is ill, so her activities revolve around him. Patty would like to "get off welfare", especially after all the recent publicity about teenage pregnancy and welfare. She says that "being on welfare is like having a job", and that she would rather have a "real job, with some self-respect."

Patty dropped out of school during the middle of her 9th grade year when she was 6 months pregnant and has not attended a regular classroom since that time. She received home tutoring for a while after her son was born and she was still living with her mother, but when she became 16 she moved out on her own. She has halfheartedly attended classes at an alternative school, but complains about the atmosphere and the trouble with taking her son to a baby sitter on the bus. She has expressed little interest in any particular job or area of study. Patty recently met a young woman in the counseling group who is studying electronics at a BOCES program and finishing requirements for her diploma. Patty is impressed with the jobs and salaries that student is considering, and has asked the facilitator of the counseling group about skill training programs.

Note: You are developing an educational plan for Patty W. Identify 4 or 5 needs that might become barriers to her successful completion of an educational program.

1.
2.
3.
4.
5.

Now list some possible services or features of an educational program that would meet the needs identified above.

1.
2.
3.
4.
5.

CASE STUDY: RALPH C.

Ralph C., a 40 year old father of three children, worked as an auto mechanic for 17 years until he suffered a non-work related back injury two years ago. His subsequent treatment and rehabilitation program have achieved less than full recovery and he is unable to return to his former job. Ralph's response to the stress of unemployment, a very slow recovery program, and the need to develop a new career has been depression and drug and alcohol abuse. He and his wife separated a year ago and Ralph has not maintained regular contacts with his family.

Ralph entered a drug and alcohol rehabilitation program and has been substance free for six months. He recently moved into a halfway house and has been receiving vocational counseling. Although Ralph did not complete high school, his aptitude scores are above average and he has expressed both aptitude for and interest in math and computers. He plans to pursue a career in some area of computer technology and was recently notified of his eligibility for vocational rehabilitation supported vocational training.

Note: You are developing an educational plan for Ralph C. Identify 4 or 5 needs that might become barriers to his successful completion of an educational program.

1.
2.
3.
4.
5.

Now list some possible services or features of an educational program that would meet the needs identified above.

1.
2.
3.
4.
5.

Chris R.

Chris R. is a 22 year old male enrolled in the electrical trades program at the BOCES, who is also taking a GED preparation class. Chris stopped attending high school at 16 when he became involved in drug use. He was initially referred to the court system when, at age 17, he was arrested for possession and sale of illegal drugs and has recently served time in the county jail.

Chris is currently taking part in a substance abuse program that offers residential treatment in conjunction with vocational training and school completion as an alternative to incarceration. He has a counselor as well as a job coach who has placed him on a part-time basis with an electrical contractor. His work habits and attitude have been exemplary.

In the classroom, however, Chris is a behavior problem. Openly contemptuous of the curriculum and the teaching process, he proclaims his superior skill from his on-the-job training. His mandatory enrollment in the program is well known and he seems determined to test the rule. Should he be dismissed from school, he would be re-incarcerated. The instructor is sympathetic to this situation, but can't take the disruption. The instructor has consulted Chris' counselor and job coach who advocate for completion of the program and recommend that Chris will improve as he becomes more comfortable in the setting. In the meantime the instructor and students are subject to daily outbursts which often result in Chris being sent to in-school suspension.

Note: You are developing an educational plan for Chris R. Identify 4 or 5 needs that might become barriers to his successful completion of an educational program.

1.
2.
3.
4.
5.

Now list some possible services or features of an educational program that would meet the needs identified above.

1.
2.
3.
4.
5.

chrisr

Risa

A second generation welfare recipient, Risa is the sole supporter of 3 children ages 7, 4, 2. She completed tenth grade, quitting while pregnant with her oldest child. Her mother, who lives nearby, has been very supportive, but has had some serious health problems recently. Risa has given serious thought to her financial plight and has decided she is tired of minimum wage/no benefit jobs and working "under the table". She wants to provide a home and ~~be~~ a role model for her children. Therefore she hopes to study for the HSE and enter a training school. However, she has no idea what options are available. Her reading level is 9.0 and she suffers from math anxiety. She enjoys meeting people and working with her hands, in fact she has repaired and refinished much of the second hand furniture in her apartment. School must be on the bus line as transportation is an issue. The schedule needs to be flexible so she can accompany her youngest to the clinic for regular allergy treatments and keep appointments with her DSS case worker.

Lenore

Lenore is 47, has been married 25 years, has 5 children and 3 grandchildren. Her father died when she was 16, at which time she quit school and took a job at the local meat packing factory in order to help support her family. She has continued to work at this plant until 6 months ago when the establishment shut its doors forever. Since there is no other local factory which can use Lenore's skills she must seek a different type of work. As a priority Lenore has begun an HSE course and hopes to take the test in about 4 months. Lenore also wants to find a new trade, one which has good earning potential, and has made an appointment for career counseling at the local BOCES, where she hopes to find a training program which will suit her. However, she is a bit reluctant to return to a high school program, to classes full of foolish acting teens, dictatorial teachers possibly younger than she.

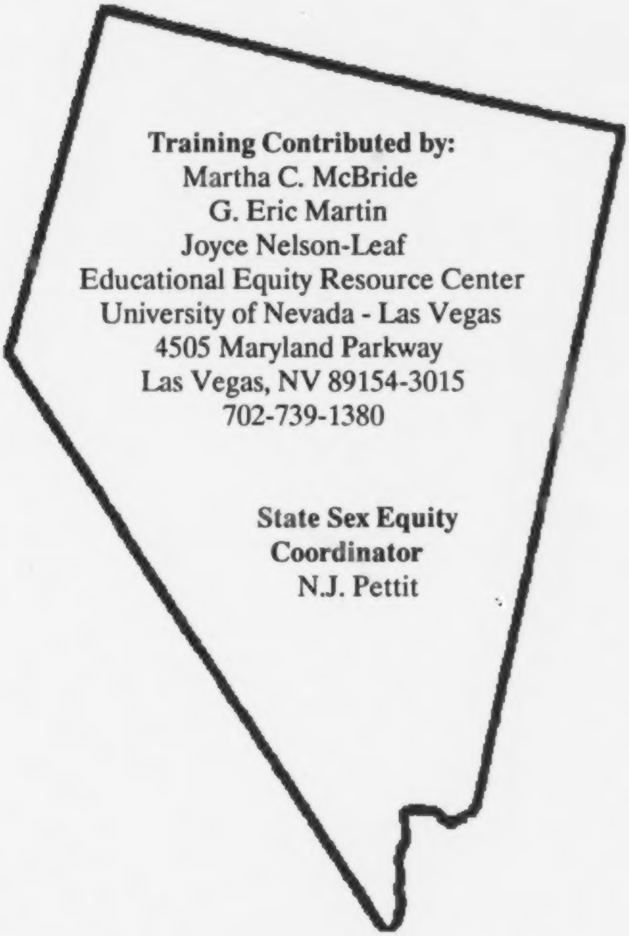
HOW WELL EQUIPPED IS YOUR AGENCY
TO
MEET THE NEEDS OF THE HARD TO SERVE ADULT?

	Services currently provided	Services not needed	Services needed - future	Services needed-immediately
Academics for Adult Students				
• Does your agency provide Vocational Assessments?				
• Does your agency provide vocational counseling services?				
• Does your agency provide personal counseling referrals?				
• Is your agency able to provide individual plans of study for each adult student?				
• Is a formalized tutoring program available?				
• Is a well-equipped resource room available throughout the day?				
Support Services for Adult Students				
• Does your agency offer on-site day care?				
• Does your agency provide referrals for quality day care services?				
• Is financial counseling available?				
• Is there a referral system to aid with family problems?				
• Is transportation provided or available?				

	Services currently provided	Services not needed	Services needed - future	Services needed-immediately
Work Readiness for Adult Students				
• Is coursework/counseling available for learning Time Management skills?				
• Is coursework/counseling available for Problem Solving strategies?				
• Is a course in Resume Preparation available?				
• Is a course in Job Search Skills offered at your agency?				
• Does your agency offer a Job Placement Service or Job Club?				
Support Staff Training				
• Has orientation been provided to support staff as to the services offered to adults?				
• Is the initial contact person trained to have rapport with adults and to respond to the wide disparity of adult re-entry needs?				

Adjustments in the Secondary Institution	Services currently provided	Services not needed	Services needed - future	Services needed-immediately
• Is a room available for adults to congregate?				
• Is there a "club" or support group for adults?				
• Is the "Student Handbook" equally appropriate for adults?				
• Is special consideration given to adult needs (e.g. Social Service appointments, sick children, court dates, etc.)?				

Nevada



Training Contributed by:
Martha C. McBride
G. Eric Martin
Joyce Nelson-Leaf
Educational Equity Resource Center
University of Nevada - Las Vegas
4505 Maryland Parkway
Las Vegas, NV 89154-3015
702-739-1380

State Sex Equity Coordinator
N.J. Pettit

Boys Will Be Boys

BOYS WILL BE BOYS

Presented by
Dr. Martha McBride, Dr. Eric Martin of
UNLV Counseling Dept. and Joyce
Nelson-Leaf, Director, Educational Equity
Resource Center, Southern Nevada

May 25, 1989
Culture, Gender, & Academic
Achievement of Minority Youth
Tropicana Hotel, Las Vegas

BOYS WILL BE BOYS

WORKSHOP OUTLINE

A. THE PROBLEM

1. Sex Role Differences: Biological and Cultural Conditioning
2. Male Sex Role Stereotypes
3. How stereotypes are translated into behavior in and out of school
4. How role models and expectations reinforce stereotypes
5. Results of male sex role socialization

B. SOLUTIONS

1. How to help males break out of stereotypes
2. Recommendations from the equity literature
3. RET for males
4. Logical consequences
5. Consciousness-raising for men and boys
6. Group work

THE MALE ROLE STEREOTYPE

Adapted from Being a Man: A Unit of
Instructional Activities on Male Role
Stereotyping, by David Sadker.
Washington, D.C.: Resource Center on
Sex Roles in Education, 1976.

INTRODUCTION

When you first consider that many men now feel that they are victims of sex role stereotyping your natural response might be: Are you kidding? Why should men feel discriminated against? Men have the best jobs; they are the corporation presidents and the political leaders. Everyone says, "It's a man's world." What do men have to be concerned about? What are their problems?"

It is obvious that men hold most the influential and important positions in society, and it does seem that many men "have it made." The problem is that men pay a high cost for the ways they have been stereotyped and for the roles they play.

To understand why many men and women are concerned, we need to take a look at the male role stereotype. Consider the following "Code of Conduct":

CODE OF CONDUCT: THE MALE ROLE STEREOTYPE

ACT "TOUGH"	Acting tough is a key element of the male role stereotype. Many boys and men feel that they have to show that they are strong and tough, that they can "task it" and "disk it out" as well. You've probably run into some boys and men who like to push people around, use their strength, and act tough. In conflict, these males would never consider giving in, even when surrender or compromise would be the smartest or most compassionate course of action.
HIDE EMOTIONS	This aspect of the male role stereotype teaches male to suppress their emotions and to hide feelings of fear, sorrow, or tenderness. Even as small children, they are waned not to be "crybabies." As grown men they show that they have learned this lesson well, and they become very efficient at holding back tears and keeping a "stiff upper lip."

EARN "BIG BUCKS"	Men are trained to be the primary and often the only source of income for the family. So men try to choose occupations that pay well, and then they stick with those jobs, even when they might prefer to try something else. Boys and men are taught that earning a good living is important, so important that a man who doesn't earn "big money" is considered inadequate in meeting society's expectations of what a "real man" should do. In fact men are often evaluated not on how kind of compassionate or thoughtful they are, but on how much money they make.
GET THE "RIGHT KIND OF JOB"	If a boy decides to become a pilot, he will receive society's stamp of approval, for that is the "right" kind of job for a man. But if a boy decides to become an airline steward, many people think that quite strange. Boys can decide to be doctors, mechanics, or business executives, but if a boy wants to become a nurse, secretary, librarian, ballet dancer, or kindergarten teacher, he will have a tough time. His friends and relatives will probably try to talk him out of his decision because it's just not part of the male role stereotype.
COMPETE--INTENSELY	Another aspect of the male role is to be super-competitive. This competitive drive is seen not only on athletic fields, but in school and later work. This commitment to competition leads to still another part of the male stereotype: getting ahead of other people to become a winner.
WIN---AT ALMOST ANY COST	From the Little League baseball field to getting jobs that pay the most money, boys and men are taught to win at whatever they may try to do. They must work and strive and compete so that they can get ahead of other people, no matter how many personal and even moral sacrafices are made along the way to the winner's circle.

These are some of the major features of the male stereotype. And certainly, some of them may not appear to be harmful. Yet when we look more closely, we find that many males who do "buy" the message of the male stereotype end up paying a very high price for their conformity.

THE COST OF THE CODE: WHEN MEN GIVE UP

OVER-COMMITMENT TO COMPETITION

Men who become highly involved in competition and winning can lost their perspective and good judgement. Competition by itself is not necessarily bad, and we've all enjoyed some competitive activities. But when a man tries to fulfill the male stereotype and compete and win at any cost, he runs into problems. You've probably seen sore losers (and even sore winners)--sure signs of over-commitment to competition. Real competitors have trouble making friends, because they're always trying to go "one up" on their friends. And when cooperation is needed, true-blue competitors have a difficult time cooperating.

The next time you see hockey players hitting one another with their hockey sticks, or politicians or businessmen willing to do almost anything for a Senate seat or a big deal, you know that you are seeing some of the problems of the male sex-role stereotype: an over commitment to competition and the need to win at any cost.

STOICISM

Hiding emotions can hurt. For one thing, hiding emotions confuses people as to what someone's real feelings are. Men who hide their emotions can be misunderstood by others who might see them as uncaring and insensitive. And men whoa re always suppressing their feelings may put themselves under psychological stress. This pressure can be physically unhealthy as well.

THE WORK LOAD

The heavy emphasis that the male stereotype puts on earning big money also creates problems. Some men choose careers they really do not like, just because the job pays well. Others choose jobs they like at first, only to find out later that they would rather do something else. But they stay with their jobs anyway, because they can't afford to earn less money.

In trying to earn as much as possible, many men work long hours and weekends. Some even take second jobs. When men do this, they begin to lead one-track lives--the track that leads to the office or business door. They drop outside interests and hobbies. They have less and less time to spend with their families. That's one reason why some fathers never really get to know their own children, even though they may love them very much.

HEALTH

Many men who are absorbed by competition, winning, and earning big bucks pay a terrible price in terms of their physical health. With the continual pressure to compete, be tough, earn money, with little time left for recreation and other interests, men find themselves much more likely than women to fall victim to serious disease. In fact, on the average, men die eight years sooner than women. Loss of life is a high cost to pay for following the code of the male role stereotype.

SOCIAL PRESSURE

Boys and men who do not follow the male code of conduct may also find their lives more difficult because of this stereotype. For example, some boys choose to become nurses rather than doctors, kindergarten teachers rather than lawyers, artists rather than electricians. Social pressure can make it terribly difficult for males who enter these female-stereotyped careers. Other boys and men feel very uncomfortable with the continual pressure to compete and win.

Some boys do not want to hide their feelings or project an image of being strong and tough. These males may be gentle, compassionate, sensitive human beings who are puzzled with and troubled by the male role stereotype. When society stereotypes any group--by race, religion, or sex--it become difficult for individuals to break out of the stereotype and be themselves.

MALE STEREOTYPES

THE GREAT AMERICAN MALE STEREOTYPE "...exists in every aspect of American life-politics; religion; the arts; education; business; health; government; etc. It defines, for many men, the type of life to lead, the things to do, the places to go, and the people to be with. A white, middle-class stereotype, (encouraged) by the media (particularly television), and education systems, and other people in our lives, it has had an impact on all Americans, regardless of economic status, ethnic origin, or job function."*

IRRATIONAL BELIEFS BASED UPON MALE STEREOTYPES

I am supposed to be tough and stoic.
I must be cool and unemotional.
Success in athletics is the only way to obtain popularity and personal achievement.
I should win no matter what the cost.
To be considered a man I must be mechanically-inclined.
I should choose a career because of its status and then strive to be the best in that field.
I am what I do.
My goal in life is to achieve.
My success is measured by my income.
Without a career, I am nothing as a male.
I should be knowledgeable about the business world, politics, and sports.
I should have personal and professional goals.
I should be in good shape physically and sexually attractive.
I should never be dominated by a woman.
I should be able to life everything, fix anything and leap tall buildings with a single bound.
I am supposed to be in control of myself, my family, my work environment, everything.

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*Patrick Canavan & John Haskell, "The Great American Male Stereotype" Exploring Contemporary Male/Female Roles, ed. by Clarke G. Carney and Sarah Lynn McMahon (La Jolla, CA:U. Assoc., 1977) p. 150.

MALE ASSOCIATED ADJECTIVE CHECK LIST

Active
Adventurous
Aggressive
Arrogant
Autocratic
Bossy
Capable
Coarse
Conceited
Confident
Courageous
Cruel
Cynical
Determined
Disorderly
Enterprising
Greedy
Hardheaded
Humorous
Indifferent
Individualistic
Initiative
Interests wide
Inventive
Lazy
Obnoxious
Opinionated
Pleasure-seeking
Precise
Progressive
Quick
Rational
Realistic
Reckless
Resourceful
Rigid
Robust
Serious
Sharp-witted
Show-off
Steedy
Stern
Stingy
Stolid
Tough
Unfriendly
Unscrupulous
Witty

Male-Associated Adjectives from the Pancultural Adjective Checklist.
Williams and Best, Measuring Sex Stereotypes: A Thirty-Nation Study, 1982.

TEACHER EXPECTATIONS AND PERCEPTIONS OF SEX ROLES

Adjectives Describing Good Female Students

Appreciative
Calm
Conscientious
Considerate
Mannerly
Sensitive
Dependable
Efficient
Mature
Thorough

Adjectives Describing Good Male Students

Active Energetic
Adventurous Enterprising
Aggressive Frank
Assertive Independent
Curious Inventive Poised

Foxley, Cecelia H. Nonsexist Counseling, Helping Young Women and Men Redefine Their Roles, p. 49.

MALE CLASSROOM CHARACTERISTICS

aggressive
athletic
less cooperative
larger
louder
interested in fine arts
not as neat
shorter attention span
slower maturation rate
distinct walk
gross motor greater than find motor skills
greater interest in math than reading
influenced more by peer group
prefer hats
larger and more sensitive ego signifying/dozens/rappin

Jawace Kunjufu. Countering the Conspiracy to Destroy Black Boys Vol. II (African American Images: Chicago, IL) 1986, p. 37.

MALE ROLE ANXIETY RESPONSES

1. Overstriving, with explicit hostility expressed against the opposite sex and with marked rigidity concerning the differentiation between the role activities assigned to men and those assigned to women.
2. Over-striving with less hostility, but with marked rigidity.
3. A tendency to give up the struggle, accompanied by protest against social expectations.
4. A successful, well-balanced implementation of the role.

FOUR THEMES THAT UNDERLIE THE MALE ROLE

1. No Sissy Stuff: The stigma of all stereotyped feminine characteristics and qualities, including openness and vulnerability.
2. The Big Wheel: Success, status and the need to be looked up to.
3. The Study Oak: A manly air of toughness, confidence, and self-reliance.
4. Give 'Em Hell: The aura of aggression, violence, and daring.

THE HAZARD OF "BEING A MAN"*

1. The annual death rate for cancer is nearly 1 1/2 times higher for males.
2. Death rates from heart disease are twice as high in men than in women.
3. The ratio of ulcers in men versus women is two to one.
4. Within a few years of divorce, the divorced males death rate is three times the rate for divorced women.
5. Men are four times more likely than women to be the victims of murder.
6. The rate of successful suicides is three times as high for men as for women.
7. Men are victims of on-the-job accidents at a rate which is at lease six times higher than that for women.
8. Men are thirteen times more likely to be arrested for drunkenness than women.

In short, men in the U.S. can expect to live an average of eight years less than women. For many, "being a man" is a high stress lifestyle which places unreasonable demands on relationships, health and happiness. Men have a choice. They can act like a "real man" and engage in destructive behavior, or they can re-examine what being a real man means to them.

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*Bingham, Edmondson, Stryker. Challenges.

ATTITUDES ABOUT MEN

Please answer the following questions based on your personal feelings about each of the ideas. There are no correct answers. Answer by circling the response which most closely represents your feelings using the following guide: SA=-Strongly Agree; A=Agree; N=Nuetral; D=Disagree; SD=Strongly Disagree.

1. Most women would marry a man even though he work as a secretary or clerk. SA A N D SD
2. Men are not patient enough to work with small children in nursery school. SA A N D SD
3. The more pain men can take, the more manly they are. SA A N D SD
4. Men should be expected to make a living for their families. SA A N D SD
5. The draft should apply only to men. Women should not be drafted. SA A N D SD
6. The more alcohol men can hold, the more manly they are. SA A N D SD
7. Boys aren't very good babysitters. SA A N D SD
8. Both girls and boys should have courses in school to help them learn to be good parents. SA A N D SD
9. Boys should be encouraged to plan professional careers which require more than four year of college. SA A N D SD
10. Boys shouldn't cry, they need to be strong. SA A N D SD
11. A man is avoiding his responsibilities when he is at home full-time. SA A N D SD
12. Men are better bosses than women. SA A N D SD
13. Boys understand math better than girls. SA A N D SD
14. Most men would marry a woman even though she works as a plumber. SA A N D SD
15. Boys should learn basic skills in taking care of themselves, such as cooking, sewing, and repairing things. SA A N D SD
16. Boys should compete in sports because it will make men out of them. SA A N D SD
17. A man can be a good father while working full-time as a nurse. SA A N D SD
18. A woman should stay home and take care of her husbands and children. SA A N D SD

19. Ballet dancing is an appropriate extracurricular activity for boys. SA A N D SD

20. Men are physically healthier than women. SA A N D SD

21. Boys interested in being a hair stylist are sissies. SA A N D SD

22. Most boys do not have the finger coordination to be typists. SA A N D SD

23. A real man doesn't need much sleep. SA A N D SD

24. Only girls depend on others. SA A N D SD

WE ARE WHAT WE PLAY
How Sex-Typing Affects Your Students

Youngsters' play is a powerful medium for transmitting cultural and gender role standards. Different play experiences for boys and girls lead to different opportunities to practice and develop cognitive and effective skills. Many skills and behavioral patterns learned and practice from early childhood can be observed in sex-differentiated aptitudes and classroom behaviors that emerge in early adolescence.

Research on sex role socialization suggests that gender differences between boys and girls in areas such as verbal ability, math computations, general I.Q., spatial abilities and self confidence stem from cultural channeling. Such channeling encourages boys to engage in activities that foster independence, exploratory behavior, spatial abilities, problem-solving skills and self-confidence. Girls, on the other hand, engage in activities that emphasize verbal/interpersonal skills, with scant attention to problem-solving behaviors.

SKILLS AND TRAITS IN PLAY

Research Findings	Educational Implications
GIRLS play with a narrow selection of toys and in activities that: *foster small muscle skills *require little practice, repetition or competition *inhibit environmental exploration and adventurous play *represent domestic, nurturant and altruisitic themes (dolls, dollhouses, kitchen equipment, nurse kits) *rarely emphasize science, technology, constructing, or concepturalizing	**GIRLS develop a narrow repertoire of interests defined by:** *nurturing, interpersonal and helping behaviors *a sense of self related to physical attractiveness and opinions of others *declining self-confidence, particularly in untried domains (science, math, computers, athletics, competitive activities) *passivity in interactions with the environment
BOYS play with a wide variety of toys and in activities that: *require both small and large muscle skills *encourage skills practice to mastery levels through competition *foster environmental exploration and adventurous play *represent themes of mastery and problem solving	**BOYS develop a varied repertoir of interests defined by:** *problem-solving skills and goal attainment *expertise in tasks involving motor coordination, spatial-visual skills, science and technology *a sense of self related to task mastery and control over the environment *increasing self-confidence across domains *interest in adventurous activities

Research Findings	Educational Implications
*encourage object manipulation, goal-directed behavior, cognitive and motor skill development (blocks, vehicles, aiming toys, building sets, technical and science toys, sport and competitve games) *emphasize science and technology	*skills in activities relating science and technology *inhibitions about expressions of emotions, nurturing, and emphathic behaviors

PLAY GROUP STRUCTURE

Research Findings	Educational Implications
GIRLS play: *mainly with other girls *in quiet games requiring little competition or physical activity *in activities requiring a few simple rules	**GIRLS learn:** *power relationships mainly in personal ways *interpersonal skills transferable to one-on-one or small group situations only *followership and cooperative roles but not leadership roles *few large group skills transferable to achievement and work domain
BOYS play: *mainly with other boys *in groups of three or more *in active, competitive games and activities *in activities with increasingly complex rules and hierarchies	**BOYS learn:** *power relationships in abstract, nonpersonal ways *both leadership and followership skills transferable to achievement and work domains *strategies to work toward group goals abstracted from personal goals *an increasingly different value system from girls' groups

PLAY GROUP VALUES

Research Findings	Emotional Implications
BOYS' play group reward: *physical and emotional strength *good academics *athletic prowess *other serious pursuits, individual and group *high aspirations	**BOYS are motivated to:** *participate in physical activities *specialize in academic interests and hobbies *make plans to achieve goals *hide feelings and emotions *avoid close interpersonal relationships *actively "put-down" girls and their activities

BOYS' play groups devalue:
- *displays of emotions and intimacy in friendship
- *girls and girl-associated activities

Research Findings

GIRLS' play groups reward:
- *popularity
- *physical attractiveness
- *fashion
- *conformity
- *intimacy in friendship

GIRLS' play groups devalue:
- *physical strength
- *academic success
- *non-conformity
- *serious pursuits, particular by individuals

Educational Implications

GIRLS' are motivated to:
- *strive to be like by others
- *focus increasing attention on their appearance
- *inhibit their individual talents and interests
- *gain identity through association with others, usually male
- *play down their individual successes
- *avoid athletics and serious academic subjects

SOME CLASSROOM STRATEGIES TO FOSTER EQUITY

1. Plan hands-on consciousness raising activities for students to determine cultural sex-role messages. Examples: assign mixed groups of students to analyze the five most popular television programs of classmates, current pop, soul or rock music hits, classroom textbooks, comic strips, movies by sex of characters, frequency and types of behaviors depicted. Discuss findings in class.

2. Conduct a class survey of interests and favorite on-going activities of students. Identify untried/unmastered areas relating to the school environment. Compare activity differences between the girls and boys in sports, science, computers, art, drama and extracurricular leadership activities. If strong group differences are found, discuss implications of the findings with the class (depending upon grade level). Encourage individual exploration and skill development by both boys and girls in untried areas.

3. Assign boys to activities requiring practice in nurturance, interpersonal skills and cooperation. Examples: Plan a drama/skit about a combined dinner party fro a very proper aunt and uncle and a group of two-year-olds. The object is to have every leave contented. Conduct role-playing activities in what it would be like to be a girl, a boy, a father, a mother, a boy rejected by peers, etc.

4. Make a class-cooperative quilt with each student designing and contributing one square.

5. Have students design posters with themes such as "Girls and Boys Together," "We Can Be Anything," Men and Women Helping Each Other," etc.

6. Plan cooking projects in which all aspect of planning menus, cooking, and clearing up are shared equally by boys and girls.

7. Set up activities in which boys learn to take care of pets and plants.

8. Verbally reward your students to encourage empathic behavior in boys.

9. Identify common put downs of both boys and girls. Conduct class discussions about the "whys" of such incidents, and discuss ways children can help change attitudes. Put suggestions to work. Let students plan an on-going project. Share incidents in class through individual accounts of successful strategies as the project progresses.

10. Prepare class assignments of bulletin board displays of "atypical" heroes and heroines.

***TAKEN IN PART AND REPRINTED FROM CHART "WE ARE WHAT WE PLAY: HOW SEX-TYPING AFFECTS YOUR STUDENTS" WITH PERMISSION FROM THE AMERICAN INSTITUTES FOR RESEARCH, BOX 1113, PALO ALTO, CA 94302. Developed by the Center for Education Equity.

RECOMMENDATION FOR EDUCATOR'S AND SERVICE WORKERS

1. Examine your own attitudes and behavior continuously for sex and race bias and stereotyping.

2. Learn about other cultures (especially those of your students) by experiencing them. Use the following as a guideline for study. Consider family structure, life cycle, roles, interpersonal relationships, communication, decorum and discipline, religion, health and hygiene, food, holidays and celebrations, dress and personal appearance, values, history and traditions, education, work and play, time and space, natural phenomena, pets and animals, art and music, and, expectations and aspiration.

3. Help sensitize others to male role stereotyping issues by sharing information and exchanging ideas.

4. Do not let biased or discriminatory behaviors go unchallenged.

5. Inform others about their rights.

6. Continue to inform yourself about the issue of sexism and racism in education by reading the latest news, reports, and research findings in this field.

7. Challenge the years of habit and tradition that keep female and male students confined to prescribed roles.

8. Keep in mind that you can be a leader in the process of change. You can help make this a better world for future students. You can make a real difference.

Beverly A. Stitt. *Building Gender Fairness in Schools* (Southern Illinois U. Press: Carbondale, IL) 1988 and Orland Taylor. *Cross-Cultural Communication: An Essential Dimension of Effective Education* (Howard University School of Communications) 1988.

THE BENEFITS OF NONTRADITIONAL JOBS FOR MEN

Men have been encouraged to pursue jobs that place them in roles where they must prove their masculine nature. Oftentimes these jobs create health problems and disabilities. The myth is that if you are a real man, you can lift heavy objects, you can take whatever is dished out to you. Many men don't realize how these beliefs about being a man and are perpetuated by these jobs are limiting their choices and can physically hurt them. In not wishing to be considered a sissy they discount the advantages of nontraditional careers (those in which women predominate) and there are several.

What are the benefits?

Stability:	Nontraditional jobs often suffer less from economic fluctuations. Many male-typed occupations have lay-off periods, leaving people out of work during times when the country's economy is suffering. Most female-typed jobs are not affected by this. They also are not seasonal. One is normally not out of work in the winter or when it rains as in many traditionally male occupations.
Environment:	Most nontraditional jobs are located indoors with pleasant surroundings. If being inside appeals to you, you may want to consider this option.
The Work Itself, Satisfaction	Especially in the field of elementary teaching and child care, men find the rewards much greater working with the younger children than the older ones.
Education/Training:	Nontraditional careers may require fewer years of training. In terms of medical careers, a nurse requires four to five year of training instead of eleven years for a doctor. In business, secretaries usually attend two years of college compared to at least four required for administration.
Work hours:	Many nontraditional jobs have working hours from 8:00 or 9:00 to 5:00 with weekends off. Sick leave and vacation pay are also provided.

Joyce Nelson-Leaf, Coordinator, Education Equity Resource Center
University of Nevada, Las Vegas, 4505 Maryland Pky, Las Vegas, Nevada 89154
(702) 739-1380

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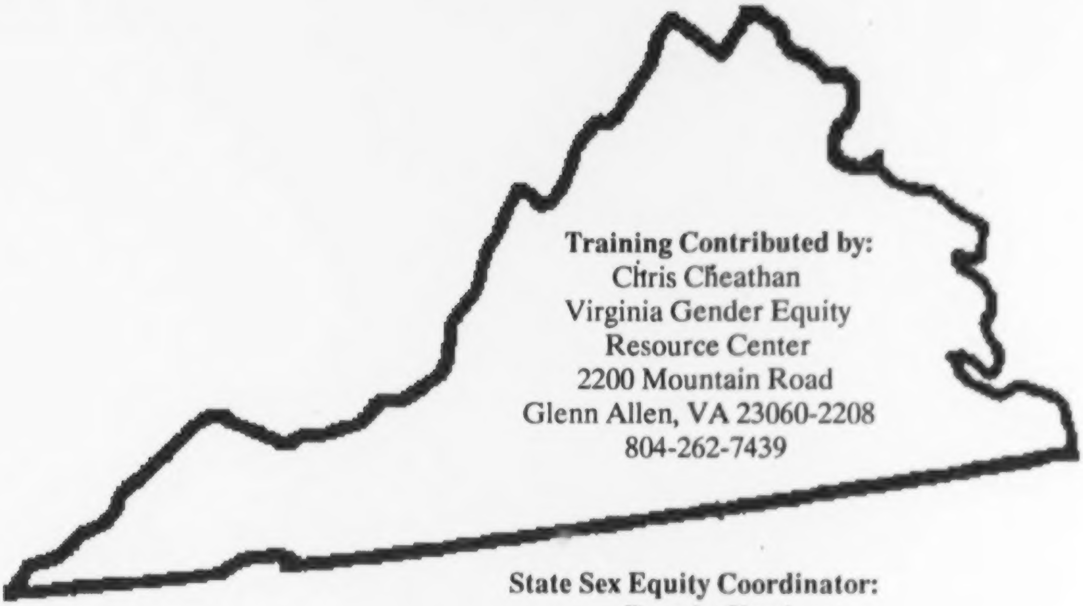
Virginia



Training Contributed by:
Chris Cheathan
Virginia Gender Equity
Resource Center
2200 Mountain Road
Glenn Allen, VA 23060-2208
804-262-7439

State Sex Equity Coordinator:
Brenda Cloyd

Nontraditional Occupations & Comparable Worth

NONTRADITIONAL OCCUPATIONS

An In-service Package

Developed by the
Virginia Gender Equity Resource Center
2200 Mountain Road
Glen Allen, Virginia 23060-2208
(804) 262-7439

In-service Package Instructions

In-service Package Contents

This in-service package is designed to be a self-contained instructional unit on a gender equity topic. Package contents will assist you in developing an in-service or class presentation lasting from 30 minutes to one hour.

This in-service package contains the following materials:

a. pretest and answer key
b. outline
c. narrative
d. overhead masters
e. resource list
f. glossary
g. bibliography
h. other handouts
i. in-service evaluations

How To Use

Please review the entire package carefully. If you think any parts of the package are missing, contact the Virginia Gender Equity Resource Center immediately at (804) 262-7439.

You may wish to use the outline to format and guide your presentation, modifying the organization according to your audience. Refer to the narrative for important information including definitions, legislative citations, various social theories, and current statistics that will support your presentation. Additional information may be found in your school's library or at the Virginia Gender Equity Resource Center.

Other parts of the package should be duplicated for program participants. Overhead masters are included, highlighting important topics or terms. Handout masters are also included. Copies of the outline, resource list, bibliography, glossary, handouts, and pretest should be made available to program participants.

Plan Your Presentation

When presenting this in-service, the following schedule may be used:

a. pretest (3-5 minutes)
b. presentation using overheads (12-15 minutes)
c. distribution of handouts (3-5 minutes)
d. review pretest (3-5 minutes)
e. questions and answers or further discussion (5-7 minutes)
f. evaluation (2-3 minutes)

Evaluation

Once the in-service presentation is completed, please have all participants complete the in-service presentation evaluation. Collect the results and forward copies along with your evaluation to the Virginia Gender Equity Resource Center in the enclosed self-addressed envelope. Thank you for your cooperation.

Nontraditional Occupations Pretest

Answer the following questions to the best of your ability. Review your answers after the in-service presentation.

1. An occupation is considered nontraditional for one gender when the other gender makes up ______% of the workforce.

   a. 75%
   b. 80%
   c. 85%
   d. 90%

2. Women working today in traditional occupations often earn only _____% of their male counterparts.

   a. 85%
   b. 90%
   c. 75%
   d. 70%

3. Which of the following reasons is **not** an influence in the consideration of a nontraditional occupation?

   a. economic need to work
   b. women will fill 80% of all new jobs
   c. being a single mother
   d. higher self-esteem

4. The Civil Rights Act of 1964 protects all workers from sexual harassment. Which of the following behaviors is considered sexual harassment?

   a. flirting
   b. gestures
   c. suggestive language
   d. rape
   e. all of the above

5. What is occupational segregation?

   a. informal barriers in the work place
   b. separation of the sexes in the work place
   c. physical restrictions
   d. male dominance

6. Which of the following resources provides interested persons information on nontraditional occupations and employment opportunities?

   a. Virginia Employment Commission
   b. high school guidance counselors
   c. vocational instructors
   d. local community colleges
   e. all of the above

7. Which of the following will encourage and promote nontraditional occupations and equal opportunities?

   a. instructional style evaluations
   b. exploratory instructional programs
   c. mentors and role-models
   d. support groups and counseling
   e. all of the above
   f. none of the above

Nontraditional Occupations Pretest Answer Key

Answer the following questions to the best of your ability. Review your answers after the in-service presentation.

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   e. all of the above
   f. none of the above

Nontraditional Occupations Outline

I. What is a Nontraditional Occupation?

A. Definition

An occupation is considered nontraditional when 75% or more of the workforce consists of one gender.

B. Examples

Below are some examples of traditional occupations:

Teachers–Female	**Physicians–Male**
Construction Workers–Male	**Nurses–Female**

II. Why Consider a Nontraditional Occupation?

Gender equity and nontraditional occupations provide people with opportunities for success.

A. Cost of Living/Need to Work

Changes in society have dictated that more and more women leave the home for employment.

- 60.5% of married women work versus only 25% in 1950.
- 16% of American households are headed by women.

B. Pay and Benefits

Nontraditional jobs have in the past provided workers with higher wages and better benefits than traditional jobs.

- Women in traditional jobs are earning 64% to 70% of male salaries.
- In 1984, full time working women with college degrees earned $19,855–men who had only a high school diploma and who worked full time during the same period earned $22,312.

C. Career Opportunities

Nontraditional jobs usually offer workers greater job mobility, independence, transferable skills, on-the-job training, and career growth.

D. Job Rewards

Many people in nontraditional occupations find the work fulfilling, challenging, and leave with a sense of accomplishment. Many find the financial rewards and independence to be very satisfying.

III. What Are Some Problems with Nontraditional Occupations?

While nontraditional occupations offer many opportunities and advantages for men and women alike, there are problems that are likely to arise for nontraditional workers.

A. Sexual Harassment

The 1964 Civil Rights Act protects workers from sexual harassment, both by employers and by co-workers. Any unwelcomed behavior that is sexual in nature, including explicit language, flirtations, physical contact, gestures, leers, attempted rape, and rape, is considered sexual harassment.

B. Social and Cultural Isolation

Many people and sub-cultures still hold to the belief that there is "men's work" and "women's work." Results of stereotyping can include the isolation of the nontraditional student or worker by family, friends, and co-workers.

C. Occupational Segregation

Occupational segregation, the separation of sexes because of job requirements, still exists in the American workplace.

- Women are the dominant gender in only 20 of 440 Department of Labor job classifications.
- In 187 occupations, 90% of the workforce consists of one sex.
- Currently, 11% of women workers are in nontraditional jobs.

IV. How Can an Individual Enter a Nontraditional Occupation?

People who wish to prepare for a nontraditional occupation must take the same steps as those considering any other career. However, entry into a nontraditional occupation may mean using different resources.

A. Examine Personal Interests and Aptitudes

Tougher graduation standards mean that students must set education and career goals earlier in order to obtain a full course of vocational study.

- Students should explore nontraditional occupations in middle school and the first two years of high school.
- Students should participate in vocational student organizations or other activities through which they can meet, work with, and get advice from professional workers.

B. Study the Local Job Market

There are many local sources to assist in determining labor market demands and the potential for employability of nontraditional students and workers. Those interested in nontraditional employment should visit local firms and talk to employees about potential job openings, and training requirements.

C. Acquire Skills Through Vocational Training

Secondary students may acquire skills needed to enter and succeed in nontraditional occupations through vocational programs in their localities or regional vocational centers.

Apprenticeship programs are gaining popularity among women and offer attractive "earn while you learn" benefits.

Virginia's community college system provides many specialized programs designed to assist nontraditional students pursue vocational education and training.

D. Join the Network

Even more than traditional job seekers, nontraditionals need to establish their credibility as skilled, responsible workers and to provide this information to potential employers.

V. How Can Others Support Nontraditional Students or Workers?

Many studies have indicated that nontraditional students and workers succeed more often when offered various support mechanisms.

A. Curriculum Free of Sex-Bias

Create a non-biased classroom and curriculum is one way to encourage nontraditional students. Review texts and workbooks for sex-bias.

B. Counseling Free of Sex-Bias

Inform students of nontraditional opportunities and avoid bias relating to students' age, sex, and economic status.

C. Peer and Family Support

Support of family and peers is imperative in retaining nontraditional students. Consider providing information to the student's parents on the changing workforce and occupational opportunities.

VI. Conclusion

Nontraditional occupations provide people opportunities to grow personally, professionally, and economically. Stereotypes hamper progress and harden personal relationships. With a more thorough understanding of nontraditional occupations, educators and students alike will feel a greater respect with the pioneers who face the world as nontraditionals.

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Nontraditional Occupations Narrative

I. What Is a Nontraditional Occupation?

A. Definition

An occupation is considered nontraditional for one gender when 75% or more of the workforce consists of the other gender.

B. Examples

The following occupations are traditionally filled by the gender listed:

Teachers	**Female**
Construction Workers	**Male**
Nurses	**Female**
Physicians	**Male**
Secretaries	**Female**
Managers	**Male**
Retail Store Clerks	**Female**
Auto Mechanics	**Male**

Although both men and women can reap many benefits from pursuing nontraditional careers, women are traditionally the focus of any discussion of the issue.

II. Why Consider a Nontraditional Occupation?

Why should educators urge students to consider nontraditional occupations? Gender equity and nontraditional occupations provide people with opportunities for success.

A recent magazine article related a story about some female construction workers building a New York skyscraper in the cold winter weather. Across the street, several secretaries put up a sign in their window that read "Its 70 degrees in here!" The next day the construction workers brought their own sign.. It read, "Yeah, but its $20 an hour out here!"

A. Cost of Living/Need to Work

Changes in the cost-of-living have dictated that more and more women leave the home to find employment.

- 60.5% of married women work versus only 25% in 1950.
- It is estimated that if a woman's salary is 30% or greater of her spouse's income, she must remain in the workforce to maintain their current standard of living.

- Growth in household income from 1973-1984 was largely due to the increased number of married women who work.
- 16% of American households are headed by women.
- In 1900, only 19% of American women worked outside the home; currently, more than 64% of women work for pay in jobs other than homemaking.
- Between now and 2000, women will fill nearly 80% of all new jobs in the United States.

B. Pay and Benefits

Nontraditional jobs have in the past provided workers with higher wages and better benefits than traditional jobs. Entry-level pay for skilled and technical jobs is considerably higher than for traditional jobs. Nontraditional jobs often provide fringe benefits in the form of health care, on-the-job training, and other types of job enhancements. As nontraditional workers increase their skills, improve their work history, and gain seniority, their possible maximum earning potential reaches higher levels than traditional workers.

- Women in traditional jobs earn 64% to 70% of male salaries.
- In 1984, full time working women with college degrees earned $19,855 – men who had only a high school diploma and who worked full time during the same period earned $22,312.
- Women with union memberships earn $4,400 per year more than non-union women workers. Many nontraditional jobs are unionized.

C. Career Opportunities

Economic conditions during the 1980s have led to continued economic expansion, lower unemployment, and more job opportunities. However, many newly created jobs are found in service industries (retail, secretarial, and health care, for example), which traditionally pay lower wages and offer fewer career growth opportunities.

- 43% of women working today are earning below the federal poverty level of $7,957 per year.
- Recent data indicates that 70% of female secondary students are enrolled in programs that lead to traditional female occupations.

Nontraditional jobs usually offer workers job mobility, independence, transferable skills, on-the-job training, and career growth. Nontraditional occupations provide wider employment opportunities; for example, there is a shortage of brickmasons and auto mechanics due to new home building and changes in automotive technology.

D. Job Rewards

Many people in nontraditional occupations find the work fulfilling and challenging, and experience a sense of accomplishment. Many find the financial rewards, increased pay scales and benefits, and independence derived from their work to be very satisfying. Other benefits include the development of self-respect, self-confidence, independence, wider job opportunities, greater career advancement opportunities, and the avoidance of the "pink-collar ghetto." Some nontraditional workers have entrepreneurial characteristics that may lead to business ownership and self-directed activities. Being a nontraditional worker allows the individual to fit the occupation to his or her personal interests and skills.

III. What Are Some Problems with Nontraditional Occupations?

While nontraditional occupations offer many opportunities and advantages for men and women alike, women in nontraditional jobs may encounter special problems.

A. Sexual Harassment

Sexual harassment is probably more widespread and under-reported than many wish to acknowledge. Title VII of the 1964 Civil Rights Act protects workers from sexual harassment, both by employers and by co-workers. The Act "prohibits discrimination against any person as to any condition of employment because of his or her race, color, religion, sex, or national origin."

- Sexual harassment is any unwelcomed behavior that is sexual in nature, including explicit language, flirtations, physical contact, gestures, and leers, as well as attempted rape and rape.

While these illegal and socially unacceptable activities may occur in any work environment, some nontraditional women workers report subtle but deliberate forms of harassment that are designed to drive them out of the workplace. Nontraditional workers must understand their rights and know where to locate help if they become the target of sexual harassment.

B. Social and Cultural Isolation

While many nontraditional issues have been addressed with legislation, the social and cultural isolation experienced by a nontraditional worker can have a greater personal impact. Many people and sub-cultures still hold to the belief that there is "men's work" and "women's work." Such stereotyping can result in isolation of the nontraditional student or worker by family, friends, and other important individuals who directly affect a person's life decisions. Co-workers often ostracize nontraditional workers or assign them to demeaning job tasks, reducing the nontraditional worker's occupational prestige and personal self-esteem. Many people are unwilling to endure the pressures associated with a nontraditional job or education and therefore follow traditional career tracks.

C. Occupational Segregation

Occupational segregation, the separation of sexes because of job requirements, still exists in the American workplace. Occupational segregation affects not only the choice of applicants hired, but promotion opportunities as well. Occupational segregation is probably a result of both individual choice and employment restriction. Its impact involves the depression of women's salaries, the undervaluation of women's worth, and ultimately, a restriction of women's retirement pensions and benefits. Research indicates that many factors influence the gender makeup of occupations:

- cultural beliefs (a woman belongs in the home)
- social stereotypes (women aren't as smart as men)
- pay inequalities (men have to support a family)
- concepts of male dominance (men are natural leaders)
- belief of innate differences between the sexes (men's work, women's work)
- physical restrictions (police and firefighter weight and height requirements)
- informal barriers in the workplace (the "old boy" network).

Occupational segregation means:

- Women are the dominant gender in only 20 of 440 Department of Labor job classifications.
- In 187 occupations, 90% of the workforce consists of one sex.
- Only 11% of women workers are in nontraditional jobs.

As a result of occupational segregation, entry into nontraditional occupations may be difficult.

IV. How Can a One Enter a Nontraditional Occupation?

People who wish to prepare for a nontraditional occupation must take the same steps as those who are considering any other career: determine their interests and aptitudes, study the local employment picture, acquire the necessary training and education, and apply for a job in the field. However, entry into a nontraditional occupation may mean using different resources.

A. Examine Personal Interests and Aptitudes

Tougher high school graduation standards mean that students must set education and career goals earlier in order to obtain a full course of vocational study. Students should be encouraged to ...

- explore nontraditional occupations in middle school and the first two years of high school
- take advantage of career counseling and aptitude testing offered at the school or by other community agencies
- participate in vocational student organizations or other activities through which they can meet, work with, and get advice from professional workers in the field.

B. Study the Local Job Market

Local sources for determining labor market demands and the potential for employability of nontraditional students and workers include...

- the state employment commission
- newspaper want ads
- employment agencies
- local and state economic development offices
- local government offices, including social services.

In addition, publications concerning current labor demand, supply, and wage information are prepared by the Virginia Employment Commission and available from their offices or from the local public library.

Most important, those interested in nontraditional employment opportunities should visit local firms and talk to employers about potential job openings, training requirements, working conditions, and hiring procedures. This preliminary personal contact is valuable when the actual job search begins.

C. Acquire Skills Through Vocational Training

Secondary students may acquire skills needed to enter and succeed in nontraditional occupations through vocational programs. Vocational education allows students to apply the math, English, and science learned in general education classes to the job tasks required for vocational competency. In addition, success as a nontraditional student in a high school or vo-tech center helps build the confidence necessary to face some of the problems that may be encountered later as a nontraditional worker.

Apprenticeship programs are gaining popularity among women and offer attractive "earn while you learn" benefits. Because the federal government has announced a goal to raise the percentage of women apprentices from under 7% to 20%, women may now enjoy apprenticeship opportunities that were unavailable only a few years ago.

Note: For further information, contact the Virginia Department of Education Apprenticeship Office or the U.S. Bureau of Apprenticeship and Training, Washington, D.C.

Virginia community colleges provide many specialized programs designed to help nontraditional students pursue vocational training. Using money from the 1984 Carl D. Perkins Vocational Education Act, Virginia allocates $2 to $3 million annually for the implementation of vocational gender equity projects such as single parent and displaced homemaker programs, teen parent programs, and women in high technology programs.

D. Join the network

Even more than traditional job seekers, nontraditionals need to establish their credibility as skilled, responsible workers and to provide this information to potential employers. Marketing one's qualifications through a network of other industry employees is one of the most effective ways to obtain jobs in nontraditional occupations. Some networks such as women in construction and women attorneys consist of formal professional organizations; others are informal, consisting of acquaintances made through classes, school and civic activities, and visits to local firms. Networking for nontraditional workers provides not only an avenue to employment but valuable peer support as well.

V. How Can Others Support Nontraditional Students or Workers?

Many studies have indicated that nontraditional students and workers succeed more often when offered various support mechanisms.

A. Curriculum Free of Sex-Bias

Creating a non-biased classroom and curriculum is one way to encourage nontraditional students. Teachers should use various evaluation instruments to review classroom activities, textbooks, and instructional methods for sex-bias.

- Review bulletin boards for biased illustrations or statements.
- Discuss the effects of sex-bias and sex-role stereotyping with students.
- Be sensitive to sex-bias in textbooks and workbooks.
- Use peer reviews to evaluate instructional styles for sex-bias.
- Use current or former students as role models.
- Establish bias-free language policies for the classroom, school, and division.

B. Counseling Free of Sex Bias

Counselors and teachers must avoid forcing students into an educational track simply because of their behavior, appearance, or socioeconomic background. There are many ways to inform students about nontraditional occupations. Consider encouraging students by...

- Supporting the interest and courage of nontraditional students
- Avoiding bias related to students' age, sex, and economic status
- Offering individual counseling and support groups
- Listening to oneself to ensure sex fairness
- Providing exploratory programs for students
- Eliminating bias from course listings and descriptions
- Providing nontraditional students role models and mentors from the community.

C. Peer and Family Support

Support is imperative to retain nontraditional students in any type of educational program. Keeping parents and counselors informed of student progress prompts their active participation in the learning process. Peer and family support can be maintained by...

- Encouraging nontraditional students to interest their friends in taking the course
- Having a regularly scheduled support group meeting for nontraditional students
- Providing information to parents on the changing workforce and family and on occupational opportunities available to nontraditional students
- Helping traditional students become comfortable with changes in the classroom due to a nontraditional student's presence.

VI. Conclusion

Nontraditional occupations provide people opportunities to grow personally, professionally, and economically. Stereotypes hamper progress and harden personal relationships. With a more thorough understanding of nontraditional occupations, educators and students alike will feel a greater respect for the pioneers that face the world as nontraditionals.

Nontraditional Occupations

I. What is a Nontraditional Occupation?
II. Why Consider a Nontraditional Occupation?
III. What Are Some Problems with Nontraditional Occupations?
IV. How Can One Enter a Nontraditional Occupation?
V. How Can Others Support Nontraditional Students and Workers?
VI. Conclusion

What is a Nontraditional Occupation?

A. Definition

B. Examples

Why Consider a Nontraditional Occupation?

A. Cost of Living-Need to Work
B. Pay and Benefits
C. Career Opportunities
D. Job Rewards

What Are Some Problems with Nontraditional Occupations?

A. Sexual Harassment

B. Social and Cultural Isolation

C. Occupational Segregation

How Can One Enter a Nontraditional Occupation?

A. Examine Personal Interests and Aptitudes

B. Study the Local Job Market

C. Acquire Skills Through Vocational Training

D. Join the Network

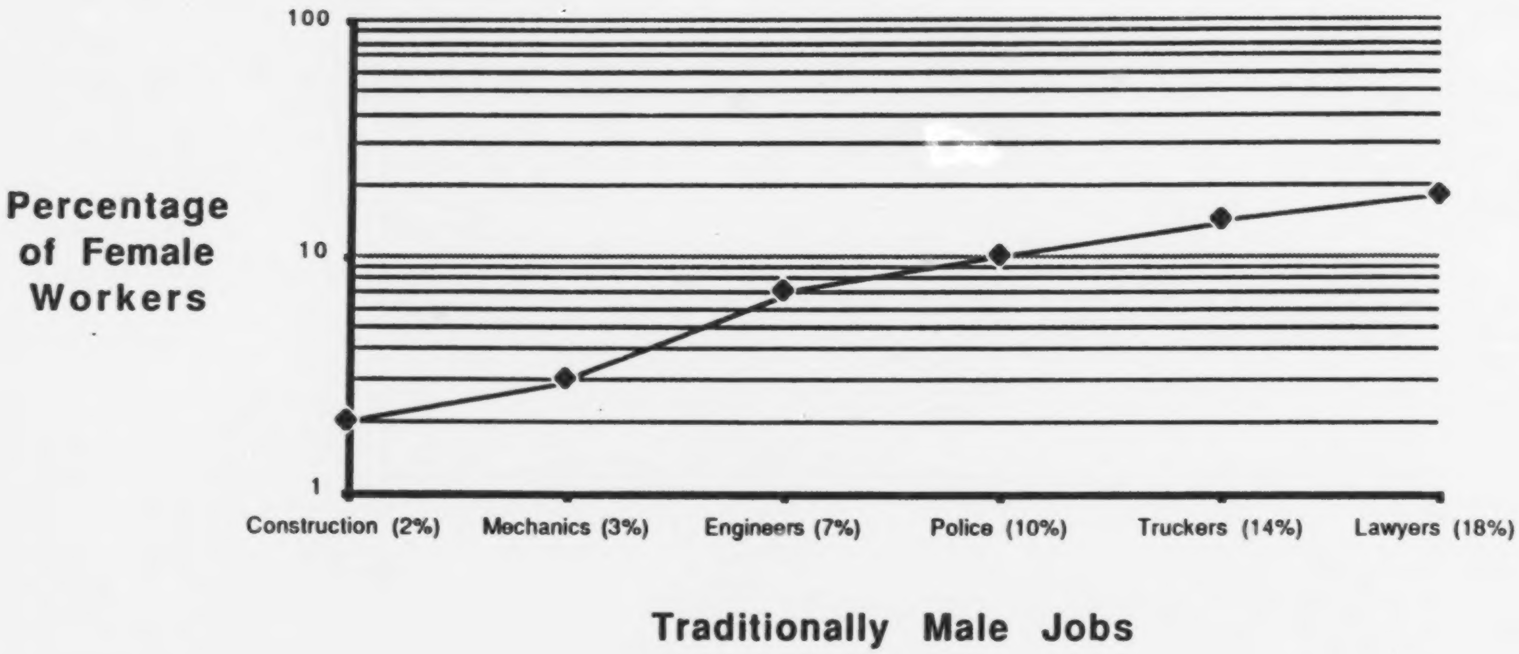
How Can Others Support Nontraditional Students and Workers?

A. Curriculum Free of Sex-Bias

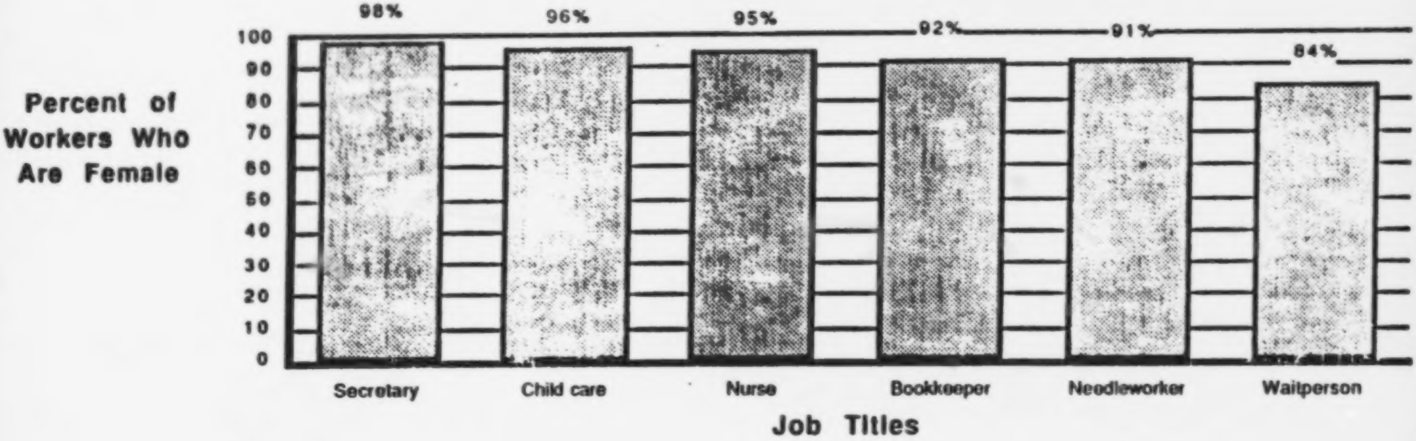
B. Counseling Free of Sex-Bias

C. Peer and Family Support

Percentage of Women in Nontraditional Jobs



Traditional Jobs Held by Females



Strategies for Informing Students About Nontraditional Careers

1. Actively support the interest and courage of students who enroll in nontraditional programs.
2. Be realistic about workers' incomes, the job environment and responsibilities, as well as college ability verses employability payoff.
3. Be sensitive to sex-bias in tests.
4. Encourage participation in nontraditional career workshops.
5. Be unbiased toward students' age, sex, and socioeconomic status.
6. Explain the expectations and job opportunities of nontraditional training and encourage enrollment of both females and males showing appropriate aptitudes.
7. Develop an awareness of sex-bias and stereotyping necessary to provide unbiased guidance to students.
8. Hold career fairs with nontraditional and traditional role models.
9. Offer special counseling sessions for nontraditional students (group, individual, career, peer).
10. Offer complete sex-fair aptitude testing.
11. Increase teacher and counselor awareness of their impact on enrollment.
12. Listen to oneself to ensure sex fairness in speaking and instructional styles.
13. Work with subject area advisory councils to keep informed about current working conditions.
14. Maintain communication with employers to encourage their sex-fair behavior.

(Source: Project Serve,10 London Hall, University of Missouri-Columbia, Columbia, MO 65211)

Tips for Recruiting Nontraditional Students

1. Utilize current students, former students, and persons employed in the community as role models representing the minority sex in vocational education programs.
2. Include the local vocational education advisory council in the job placement of students interested in nontraditional employment.
3. Initiate coordination between vocational education instructors and guidance counselors to ensure that students of both sexes are informed of all vocational education program offerings and employment possibilities subsequent to program completion.
4. Provide for exploratory programs, including "hands-on" experiences, that will ensure the exposure of the students to vocational education programs nontraditional for their sex.
5. Use a multi-media approach in providing information to students about vocational education programs, with special emphasis on attracting nontraditional students.
6. Sponsor career day activities that include the spotlighting of vocational education programs historically dominated by one sex.
7. Eliminate sex bias from course titles, curriculum materials, and instructional practices that tend to project a one-sex image in certain vocational education programs.
8. Use bulletin boards that depict students of the minority sex in vocational education programs historically dominated by one sex.
9. Eliminate sex bias from guidance materials and practices that might inhibit free selection of vocational education offerings.

Nontraditional Students: Suggested Support Mechanisms

Support for nontraditional students is important in affecting the success of recruiting and retaining students. To encourage initial interest, the following may prove useful:

- Place displays and bulletin boards on nontraditional opportunities in area or feeder schools. Highlight successful nontraditional students. Indicate where additional information may be obtained.
- Offer mini-introductory programs to interested middle school students during summer vacation.
- Arrange question and answer sessions for students who have already expressed interest in nontraditional programs.
- Invite potential students to visit vocational programs.

In the classroom, be sure to try the following strategies:

- Expect and reward satisfactory performance from ALL students.
- Provide ALL students with an opportunity for remedial help.
- Define clear expectations for jobs and responsibilities. All students should be expected to carry the same work load, with no special allowances.
- Be consistent when referring to students, whether you use first or last names.
- Help traditional students become comfortable with changes in classroom climate due to the presence of a nontraditional student.
- Encourage nontraditional students to interest their friends in taking your course.

Often support groups, including parents and peers, and important in helping a nontraditional student be successful. Try the following:

- Survey students about the nontraditional occupations and interests of their parents. Use these parents as resources in your class.
- Provide information to parents on the changing workforce and family and on occupational opportunities for nontraditional students.
- Have your nontraditional students make presentations to parents, peers, or school officials.
- Survey parents' knowledge of vocational programs, types of occupations available, job opportunities, and graduate salaries. Distribute the results along with the facts.
- Student support groups attempt to help nontraditional students with the personal, social, psychological, and physical challenges of working in a nontraditional environment.

(Source: VOICE, New York State Equity Technical Assistance and Resource Center, April, 1986)

Evaluate Your Classroom

Sex-bias in the curriculum is based on attitudes which were not formed overnight. Changing them is a slow process. The following three steps are important in the process to eliminate sex-bias, sex-stereotyping, and sex discrimination are:

- Awareness of inequities that exist and their effects
- Understanding of the myths and realities of sex equity and considering possible solutions
- Action to overcome the inequities and encourage sex-fairness.

An evaluation of your classroom and instructional styles will help identify and eliminate patterns of sex-bias. To evaluate your classroom, ask the following questions:

- Do texts, bulletin boards, and displays apply to ALL students in the classroom?
- Do they show men and women in NONTRADITIONAL roles and careers?
- Is your verbal and nonverbal behavior free of bias?
- Do students have EQUAL OPPORTUNITIES to perform all tasks?
- Are students of both sexes encouraged to enroll in all classes?
- Are females taken as seriously as males?

Through the observation of your behavior and the classroom environment changes can be made that will remove sex-bias and stereotyping and create a more sex-fair environment.

As part of the evaluation process, you may wish to include learning activities for students and have them examine their personal interactions and biases. Suggest activities include the following:

- Offer students exploratory experiences, information, and motivation in the pursuit of careers.
- Create lists of local business and community leaders that may be willing to serve as mentors, speak to school groups, or offer shadowing programs for students.
- Develop peer groups to counsel nontraditional students.
- Collect information on nontraditional role models for students interested in pursuing a nontraditional career.
- Help students identify sex-role stereotyping, sex-bias, and sex discrimination. Discuss how these may affect the following:

    Career planning
    Job retention
    Occupational exploration
    Employability
    Job search
    Benefits and earnings

As a discussion starter, have your class examine biased materials so the students can openly express their opinions about sex-bias and sex-role stereotyping.

Facts About Women Workers in the United States

- Nine out of ten women will work at some time in their lives.

- More than 47 million women are in the labor force; they constitute over two-fifths of all workers.

- More than half of all women 16 years or older are workers.

- Women workers are concentrated in low-paying jobs with little hope of advancement. As a result, the average woman worker earns about three-fifths of what a man earns, even when both work full-time year-round.

- Sixteen percent of families are headed by women, and 35 percent of those families live below the federal poverty line; 53 percent of households headed by black women have incomes at or below the federal poverty level.

- Two-thirds of the female labor force were single, widowed, divorced, separated, or married to men who earned less than $15,000 a year in 1981.

- More than half of the women who are married and living with their husbands are in the paid labor force.

- Most women with children between the ages of 6 and 18 are working outside the home. Including those with pre-school-age children, about 45 percent of married women are in the labor force.

- Almost 80 percent of women in the workforce remain in low-paying, low-skilled jobs with little hope of advancement.

- Women are concentrated in only 20 of the 440 occupational classifications listed by the Department of Commerce, Bureau of the Census, and the U.S. Department of Labor, Bureau of Labor Statistics.

- Ninety-nine percent of all secretaries are women; 97 percent of all typists are women; 62 percent of all service workers are women; 81 percent of all clerical workers are women; 47 percent of all household workers are women. Less than 10 percent of skilled craftworkers are women. Women comprise 28% of all managers.

(Source: Women's Bureau, Department of Labor, Washington, D.C., 1983.)

Some Statistics on Women Entrepreneurs

A report issued by the Institute of Enterprise Advancement listed various statistics on women-owned businesses. The following list highlights parts of that report:

Advertising/Public Relations/Consulting

- 14,000 advertising firms are owned by women.
- Women make-up 48% of the public relations workforce.

Construction

- 61,500 construction companies are owned by women.
- 4.7% of the construction workforce are women.

Cosmetics

- Women own 167,000 beauty shops and salons.
- 11,000 barber shops are owned by women.

Energy

- 22,000 energy-related businesses are owned and operated by women.
- A woman has served as president of the Petroleum Equipment Institute.

Financial

- 263,734 finance, real estate, and insurance companies are owned by women.
- Women partners/managers on Wall Street represent only 1% of that industry.
- Women own only 48 seats on the New York Stock Exchange.

Food/Agriculture

- In 1982, women-owned eating/drinking establishments had $6.6 billion in receipts.
- 106,830 farms were owned by women in 1982.

Health Care

- Women own 48 hospitals in the United States.

Media

- The USA Network (cable) was founded by a woman.
- 60% of journalism students in the U.S. are women.

Real Estate

- More than 225,000 real estate firms are owned by women.
- These firms gross more than $4 billion annually.

Travel/Leisure

- 54.7% of all travel agencies are owned by women.
- 84.4% of travel agency managers are women.

Miscellaneous

- Women own more than 1,750 child care centers.
- More than 730,000 retail businesses are owned by women.

Nontraditional Occupational Resources

Federal Offices/Agencies

Equal Employment Opportunity Commission

EEOC
Richmond Area Office
400 North 8th Street, Room 6206
Richmond, Virginia 23240
(804) 771-2692

EEOC
Washington Area Office
1717 H Street, NW, Room 402
Washington, D.C. 20006
(202) 653-6197

EEOC
Norfolk Area Office
200 Granby Mall, Room 412
Norfolk, Virginia 23510
(804) 441-3470

U.S. Department of Labor

U.S. Department of Labor
Office of Federal Contract Compliance Program
Washington, D.C. 20210
(202) 523-8743

Contact this office in relation to a violation of non-discrimination clauses in federal contracts.

Women's Bureau
U.S. Department of Labor
Washington, D.C. 20210
(202) 523-8743

This office gathers and distributes information about women in the workplace.

National Labor Relations Board

National Labor Relations Board
Regional Office
109 Market Place
Suite 4200
Baltimore, Maryland 21202
(301) 962-2822

National Labor Relations Board
1717 Pennsylvania Avenue, NW
Washington, D.C. 20570
(202) 632-4950

Contact these offices for problems or complaints regarding unions. Discrimination within a union is considered to be an unfair labor practice.

Office of Civil Rights

Office of Civil Rights
Department of Health and Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Contact this office in reference to laws concerning educational and other civil rights matters.

State Government Offices/Agencies

Virginia Department of Education

Office of Vocational Gender Equity
P.O. Box 6Q
Richmond, Virginia 23216
(804) 225-2079

Office of Apprenticeship Related Instruction
P.O. Box 6Q
Richmond, Virginia 23216
(804) 225-2705

Virginia Department of Labor

Apprenticeship Training
205 N. 4th Street
Richmond, Virginia 23241
(804) 786-2381

Council on the Status of Women

Commonwealth of Virginia
8007 Discovery Drive
Richmond, Virginia 23229-8699
(804) 662-9200

Non-governmental Agencies

National Commission on Working Women of Wider Opportunities for Women

1325 G Street, NW
Lower Level
Washington, D.C. 20005
(202) 737-5764

The commission was created to focus on the needs and concerns of the approximately 80% of women in the work force who are concentrated in low-paying, low-status jobs in service industries, clerical occupations, retail stores, factories, and plants.

Women's Research and Education Institute

Congressional Caucus for Women's Issues
204 Fourth Street, SE
Washington, D.C. 20003

This is a nonpartisan research arm of the bipartisan Congressional Caucus for Women's Issues.

Mid-Atlantic Equity Center

The American University
5010 Wisconsin Avenue, NW
Suite 310
Washington, D.C. 20016
(202) 686-3511

This office provides resources, speakers, and instructional support for all types of equity activities, including gender, language, race, and national origin.

Displaced Homemakers Network

1411 K Street, NW
Suite 930
Washington, D.C. 20005
(202) 628-6767

Women's Resource Center

University of Richmond
Richmond, Virginia 23173
(804) 289-8020

Nontraditional Occupations Glossary

Comparable Worth:	a process of eliminating wage differentials that cannot be accounted for by productivity-related job characteristics
Employment Discrimination:	the practice of denying one class of people access to higher-paying jobs solely or partly on the basis of social characteristics, such as race, sex, religion, or national origin
Employment Prejudice:	the expression of personal or institutional prejudices which limits employment opportunities due to social characteristics
Nontraditional Occupation:	an occupation in which the workforce consists of 75% or more of the opposite gender
Occupational Segregation:	the separation of sexes because of job requirements, whether real or perceived
Pay Equity:	the practice of paying people in the same job the same wage, considering that all other influencing factors are equal
Sex-Bias:	behavior resulting from the assumption that one gender is superior to the other
Sex Discrimination:	any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their gender
Sex-Role Stereotyping:	attributing behaviors, abilities, interests, values, and roles to a person on the basis of their gender
Sexual Harassment:	any unwelcomed behavior that is sexual in nature, including explicit language, flirtations, physical contact, gestures, and leers, as well as attempted rape and rape
Traditional Occupations:	an occupation in which 75% or more of the workforce are only one gender
Wage Discrimination:	the practice of paying the individuals of one social category less than individuals of another social category for reasons not related to their occupations

A Limited Bibliography on Nontraditional Occupations

Marshall, Ray. *Work & Women in the 1980s: A Perspective on Basic Trends Affecting Women's Jobs and Job Opportunities.* Washington, D.C.: Women's Research and Education Institute, 1983.

The first in a series of policy analyses on long-term issues of importance to women. This publication documents changes in the workplace that have effected women's roles and opportunities.

National Child Labor Committee. *Why Not Me? Women in Nontraditional Jobs. The Work Force Series for Small Business.* New York: National Child Labor Committee, 1984.

This publication is designed to help managers develop strategies that will help them deal with workers' attitudes toward women in the workplace, reduce adjustment problems, build teamwork, and solve sex discrimination problems.

Reskin, Barbara F., and Heidi I. Hartmann, ed. *Women's Work, Men's Work: Sex Segregation on the Job.* Washington, D.C.: National Academy Press, 1986.

This publication reports on job segregation and its impact on women. It examines various influencing factors that direct women into certain types of occupations and employment tracks. Full of useful statistics and interesting perspectives.

Rix, Sara E., ed. *The American Woman 1987-88: A Report in Depth.* New York: W.W. Norton and Company, 1987.

Authoritative source of current information on the status of women, including topics such as marriage and divorce, employment, economics, politics and much more.

Rix, Sara E., ed. *The American Woman 1988-89: A Status Report.* New York: W.W. Norton and Company, 1988.

This second annual report highlights women and the family, women of color, women in the arts, and more. Written in a succinct and readable style.

U.S. Department of Labor, Women's Bureau. *WINC Curriculum Guide.* Washington, D.C.: U.S. Government Printing Office, 1984.

The Women in Nontraditional Careers (WINC) Curriculum Guide was developed to help educators increase young women's knowledge of opportunities in the world of work and promote proper life and career planning.

Virginia Law Women, University of Virginia Law School. *Your Legal Rights as a Woman: A Handbook for Virginians.* Charlottesville: Virginia Law Women, 1984.

A handbook that outlines current civil rights and equity related legislation and its application for Virginia's women.

Presenter's Evaluation

In order to improve the in-service package you have received, we ask that you take a few minutes to complete this evaluation. Please return the completed evaluation in the enclosed self-addressed envelope.

Date: ____________________
Name: ____
School: ____
Address: ____
City: ____________________ State: _____ Zip: ________________
Phone: (_____)_______________

1. Did you find the subject matter of interest?
    a. very interesting
    b. moderately interesting
    c. of little interest
    d. of no interest

2. Was the in-service package up-to-date and timely?
    a. very timely
    b. moderately timely
    c. not at all timely

3. Was the level of difficulty appropriate?
    a. too complex
    b. appropriate
    c. too simplistic

4. Was the length of time suggested for your workshop appropriate?
    a. too lengthy
    b. appropriate
    c. too short

5. How would you rate this in-service package?
    a. extremely beneficial
    b. beneficial
    c. somewhat beneficial
    d. not beneficial

6. What other resources would you find helpful?

7. How would you improve the in-service package?

8. What other topics would you like covered as in-service packages?

9. How did you become aware of this in-service package?

Please use the back for additional comments or suggestions. We appreciate your interest in the **Virginia Gender Equity Resource Center** and its services.

Participant's Evaluation

In order to improve this in-service presentation, we ask that you take a few minutes to complete this evaluation. Please return the completed evaluation to the workshop leader before you leave. Thank you for your cooperation.

1. Did you find the subject matter of interest?
   a. very interesting
   b. moderately interesting
   c. of little interest
   d. of no interest

2. Was the in-service presentation up-to-date and timely?
   a. very timely
   b. moderately timely
   c. not at all timely

3. Was the level of difficulty of the subject matter appropriate?
   a. too complex
   b. appropriate
   c. too simplistic

4. Was the length of time allotted for the presentation appropriate?
   a. too lengthy
   b. appropriate
   c. too short

5. How would you rate this in-service presentation?
   a. extremely beneficial
   b. beneficial
   c. somewhat beneficial
   d. not beneficial

6. How would you improve the in-service presentation?

7. What other resources would you find helpful?

8. What other topics would you like covered as in-service presentation?

9. Additional comments:

Thank you for your interest and cooperation. For further information on this topic or other gender equity topics, contact the **Virginia Gender Equity Resource Center**.

COMPARABLE WORTH

An In-service Package

Developed by the
Virginia Gender Equity Resource Center
2200 Mountain Road
Glen Allen, Virginia 23060-2208
(804) 262-7439

In-service Package Instructions

In-service Package Contents

This in-service package is designed to be a self-contained instructional unit on a gender equity topic. Package contents will assist you in developing an in-service or class presentation lasting from 30 minutes to one hour.

This in-service package contains the following materials:

a. pretest and answer key
b. outline
c. narrative
d. overhead masters
e. resource list
f. glossary
g. bibliography
h. other handouts
i. in-service evaluations

How To Use

Please review the entire package carefully. If you think any parts of the package are missing, contact the Virginia Gender Equity Resource Center immediately at (804) 262-7439.

You may wish to use the outline to format and guide your presentation, modifying the organization according to your audience. Refer to the narrative for important information including definitions, legislative citations, various social theories, and current statistics that will support your presentation. Additional information may be found in your school's library or at the Virginia Gender Equity Resource Center.

Other parts of the package should be duplicated for program participants. Overhead masters are included, highlighting important topics or terms. Handout masters are also included. Copies of the outline, resource list, bibliography, glossary, handouts, and pretest should be made available to program participants.

Plan Your Presentation

When presenting this in-service, the following schedule may be used:

a. pretest (3-5 minutes)
b. presentation using overheads (12-15 minutes)
c. distribution of handouts (3-5 minutes)
d. review pretest (3-5 minutes)
e. questions and answers or further discussion (5-7 minutes)
f. evaluation (2-3 minutes)

Evaluation

Once the in-service presentation is completed, please have all participants complete the in-service presentation evaluation. Collect the results and forward copies along with your evaluation to the Virginia Gender Equity Resource Center in the enclosed self-addressed envelope. Thank you for your cooperation.

Comparable Worth Pretest

Answer the following questions to the best of your ability. Review your answers after the in-service presentation.

1. Comparable worth can be defined as:
   a. equal pay for equal work
   b. denial of higher-paying jobs solely or partly on the basis of social characteristics
   c. when one social category is paid less than another based on reasons not related to their jobs
   d. all of the above
   e. none of the above

2. Which of the following federal legislation impacts comparable worth?
   a. Fair Labor and Standards Act
   b. Equal Pay Act of 1963
   c. Civil Rights Act of 1964
   d. a and b
   e. b and c
   f. all of the above

3. Occupational segregation, the separation of sexes because of job requirements, occurs because of:
   a. social stereotypes
   b. physical restrictions
   c. legislation
   d. a and b
   e. b and c
   f. all of the above

4. Which of the following is **not** a contributing factor to wage and employment discrimination?
   a. on-the-job training availability
   b. women's educational attainment
   c. employer prejudice
   d. vocational education
   e. none of the above

5. Society is changing its views on wage discrimination and comparable worth due to:
   a. women's political activism
   b. the courts' interpretation of legislation
   c. cost of hiring women and minorities
   d. Presidential executive orders
   e. none of the above

6. Creating jobs of comparable worth can be accomplished by:
   a. job and task indexing
   b. personnel evaluations
   c. educational backgrounds
   d. job titles
   e. none of the above

7. Women today earn ____% of a white male's salary?
   a. 63
   b. 84
   c. 70
   d. 95

8. How does the comparable worth issue affect you personally?

Comparable Worth Pretest Answer Key

Answer the following questions to the best of your ability. Plan to review your answers after the in-service presentation.

1. Comparable worth can be defined as:
   - **a. equal pay for equal work**
   - b. denial of higher-paying jobs solely or partly on the basis of social characteristics
   - c. when one social category is paid less than another based on reasons not related to their jobs
   - d. all of the above
   - e. none of the above

2. Which of the following federal legislation impacts comparable worth?
   - a. Fair Labor and Standards Act
   - b. Equal Pay Act of 1963
   - c. Civil Rights Act of 1964
   - d. a and b
   - e. b and c
   - **f. all of the above**

3. Occupational segregation, the separation of sexes because of job requirements, occurs because of:
   - a. social stereotypes
   - b. physical restrictions
   - c. legislation
   - **d. a and b**
   - e. b and c
   - f. all of the above

4. Which of the following is **not** a contributing factor to wage and employment discrimination?
   - a. on-the-job training availability
   - b. women's educational attainment
   - c. employer prejudice
   - **d. vocational education**
   - e. none of the above

5. Society is changing its views on wage discrimination and comparable worth due to:
   - **a. women's political activism**
   - b. the courts' interpretation of legislation
   - c. cost of hiring women and minorities
   - d. Presidential executive orders
   - e. none of the above

6. Creating jobs of comparable worth can be accomplished by:
   - a. personnel evaluations
   - **b. job and task indexing**
   - c. educational backgrounds
   - d. job titles
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7. Women today earn ____% of a white male's salary?
   - a. 63
   - b. 84
   - **c. 70**
   - d. 95

8. How does the comparable worth issue affect you personally?

Comparable Worth Issues - Outline

I. Definitions

A. Comparable Worth

Comparable worth, described as equal pay for equal work, seeks to eliminate the systematic undervaluing of work done primarily by women and minorities by addressing employment practices.

B. Pay Equity

Pay equity can be stated as: people in the same job get the same wage for the same work, considering that all other factors are equal.

C. Employment Discrimination

When one class of people is denied access to higher-paying jobs solely or partly on the basis of social characteristics, such as race, sex, religion, or national origin, employment discrimination exists.

D. Wage Discrimination

Wage discrimination exists when the individuals of one social category are paid less than individuals of another social category for reasons that are not related to the work they do.

II. Comparable Worth Legislation

A. Equal Pay Act of 1963

The Equal Pay Act of 1963 (an amendment to the Fair Labor Standards Act) addresses the issue of equal pay for equal work. Equal work is considered as work requiring equal skill, effort, and responsibility performed under similar working conditions.

B. Civil Rights Act of 1964

The 1964 Civil Rights Act included a specific section prohibiting discrimination because of race, color, religion, sex, or national origin in all employment practices, including hiring, firing, promotion, compensation, and other terms and privileges, and conditions of employment.

III. Comparable Worth Problems

A. Occupational Segregation

Occupational segregation, the separation of sexes due to job requirements, still exists in the workplace. Research indicates that the following factors may influence the gender makeup of occupations:

- cultural beliefs (a woman belongs in the home)
- social stereotypes (women aren't as smart as men)
- pay inequalities (men have to support a family)
- concepts of male dominance (men are natural leaders)
- belief of differences between the sexes (men's work, women's work)
- physical restrictions (police and firefighter weight and height)
- informal barriers in the workplace (the "old boys" network)

Occupational segregation means women are the dominant gender in only 20 of 440 Department of Labor job classifications. In 187 occupations, 90% of the workforce consists of one sex.

B. Lack of Education and Training

Comparable worth theorists suggest a wage gap exists as a result of women's lower educational attainment.

Women are faced with the lack of on-the-job training. Of the nation's apprenticeship programs, only 6.7% of program participants are women.

Women who pursue higher education often enroll in courses or programs considered traditional for their gender.

C. Employment Prejudices

Discrimination of women is a manifestation of societal prejudices.

An employer may have personal or institutional prejudices which limit opportunities for women.

Co-workers and consumers contribute to employment discrimination through economic pressures.

D. Wage Discrimination

Although wage discrimination has been made illegal, reports indicate that today's woman earns from between $.64 to $.70 of each dollar of a white male's salary. In 1955, she earned $.63.

IV. Process of Change

A. Legislation

In addition to federal legislation, many state governments have also passed equal pay and employment protection legislation. In 1981, Virginia passed its own Equal Pay Act.

B. Education

As women are becoming better educated, greater numbers are moving into managerial and white-collar occupations, contributing to narrower wage differentials. Statistics indicate that younger women have a narrower wage gap than older women.

C. Research

Comparable worth proponents suggest that different occupations can be compared and evaluation criteria established to determine a standardized job value, permitting comparison of non-identical jobs.

V. Results

Recent reports suggest that wage differentials have narrowed only slightly from the 1955 figure of 63%. These changes do, however, indicate a continued narrowing trend.

Women are entering less traditional jobs and staying in the workforce for longer periods of time, maintaining their economic advantages through experience and education.

VI. Conclusion

Faced with artificial economic barriers that prevent them from improving their socioeconomic status, comparable worth strategies provide women with a chance at economic self-sufficiency.

Comparable Worth Issues Narrative

Introduction

In a recent survey of Virginia's vocational education administrators, a majority listed equal pay and nontraditional occupations ~~as the~~ most important gender equity issues faced by vocational education today. This package is designed to raise awareness of the comparable worth issue, especially wage discrimination and equal pay issues, and supplies definitions of important terms, citations of legislative action, various wage discrimination theories, and statistics indicating changes in society's values.

Note: While women and minorities are affected similarly by wage and employment discrimination, this narrative focuses primarily on women and how they are coping with comparable worth issues.

I. Definitions

A. Comparable Worth

Comparable worth is often described as equal pay for equal work. The concept goes beyond that, however. It seeks to eliminate the systematic undervaluing of work done primarily by women and minorities by addressing employment practices and conditions and wage discrimination.

B. Pay Equity

Pay equity can be stated as a simple idea: people in the same job get the same wage for the same work, considering that all other factors are equal.

C. Employment Discrimination

Employment discrimination has existed in various forms throughout history. When one class of people is denied access to higher-paying jobs solely or partly on the basis of social characteristics such as race, sex, religion, or national origin, employment discrimination exists. This type of discrimination is illegal under the Civil Rights Act of 1964 (see page 2).

D. Wage Discrimination

Wage discrimination occurs when the individuals of one social category are paid less than individuals of another social category for reasons not related to their occupations. Wage discrimination exists when one class of people are paid less than another class of people for doing the same or similar job. It also occurs when a firm's job structure is segregated by sex, race, or other artificial barriers and the workers of one category are paid less than the workers of another category for doing jobs of comparable worth.

II. Comparable Worth Legislation

During the early 1960s, several important pieces of federal legislation were enacted that fostered social changes favoring women and minorities. The Equal Pay Act of 1963 and the Civil Rights Act of 1964 continue to have major impact on the workplace.

A. Equal Pay Act

The Equal Pay Act of 1963 (an amendment to the Fair Labor Standards Act) addresses the issue of equal pay for equal work. Equal work, according to the legislation, is considered as work requiring equal skill, effort, and responsibility performed under similar working conditions. Courts have interpreted "equal" to mean that the work content of the jobs compared must be similar. A portion of the Act follows:

> No employer having employees subject to any provisions of this section shall discriminate within any establishment in which such employees are employed, between employees on the basis of sex by paying wages to employees in such establishment for equal work on jobs the performance of which requires equal skill, effort and responsibility, and which are performed under similar working conditions, except where such payment is made pursuant to (i) a seniority system, (ii) a merit system (iii) a system which measures earnings by quantity or quality of production, or (iv) a differential based on any other factor other than sex: Provided, that an employer who is paying a wage rate differential in violation of this subsection shall not in order to comply with the provisions of this subsection, reduce the wage of any employee.

The last part of this subsection specifically guarantees that current employees' wages cannot be lowered in order to comply with the legislation.

B. Civil Rights Act

The 1964 Civil Rights Act included a specific section prohibiting discrimination because of race, color, religion, sex, or national origin in all employment practices, including hiring, firing, promotion, compensation, and other terms and privileges, and conditions of employment. Below is a portion of the Act, Section VII:

> Sec. 703 (a) it shall be an unlawful employment practice for an employer (1) to fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual's race, color, religion, sex, or national origin; or (2) to limit, segregate, or classify his employees or applicants for employment in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his status as an employee, because of such individual's race, color, religion, sex, or national origin.

While both the Equal Pay Act and the Civil Rights Act prohibit discrimination in rates of pay based on the employee's gender, court rulings have limited the impact of the Civil Rights Act, favoring traditional interpretations and allowing external influencers such as family and job status to dictate pay scale decisions. However, several states have supplemented these federal laws by passing legislation further guaranteeing equal pay. In 1981, Virginia passed its own Equal Pay Act. The legislation does not apply to businesses already covered under the federal legislation, but applies to all other Virginia employers (VA Code § 40.1-28.6), thereby providing wage discrimination protection to almost all workers.

III. Comparable Worth Problems

The comparable worth issue is complex and involves personal and institutional discrimination and prejudices. While federal legislation has provided relief mechanisms, the courts have reacted conservatively, hampering progress toward wage parity.

A. Occupational Segregation

Occupational segregation, the separation of sexes because of job requirements, still exists in the American workplace. Occupational segregation affects not only the choice of applicants hired, but promotion opportunities as well. Research indicates that many factors influence the gender makeup of occupations:

- Cultural beliefs (a woman belongs in the home)
- Social stereotypes (women aren't as smart as men)
- Pay inequalities (men have to support a family)
- Concepts of male dominance (men are natural leaders)
- Belief of innate differences between the sexes (men's work, women's work)
- Physical restrictions (police and firefighter weight and height requirements)
- Informal barriers in the workplace (the "old boy" network).

Occupational segregation means women are the dominant gender in only 20 of 440 Department of Labor job classifications. In 187 occupations, 90% of the workforce consists of one sex.

Occupational segregation is probably a result of both individual choice and employment restriction. Its impact involves the depression of women's salaries, the undervaluation of women's worth, and ultimately, a restriction of women's retirement pensions and benefits. Wage discrimination in today's workplace often relates to occupational segregation. For example, women in sales are concentrated in retail areas, while many men work in outside, higher-paying commissioned sales jobs.

B. Lack of Education and Training

Studies and comparable worth theorists suggest that one reason a wage gap exists concerns women's lower educational attainment. Women have traditionally stayed in high school longer than men and graduated at a greater rate. However, they tend to be concentrated on that educational plateau. Women frequently face the lack of on-the-job training opportunities; only 6.7% of the nation's apprentices are women.

Women who pursue higher education often enroll in courses or programs considered traditional or "appropriate" for their gender. This traditional tracking may be a result of a lack of information about vocational training, working conditions, pay scales, or job availability. Many women are aware of and interested in nontraditional jobs but are unwilling to endure the pressures associated with a nontraditional education or job.

C. Employment Prejudice

Job discrimination against women is a manifestation of societal prejudices. When the issue is comparable worth, different types of people can affect the value of a person's work. For example, prejudices expressed by employers, either personal or institutional, may limit opportunities for women. Economic theory suggests, however, that an employer will hire women at a less expensive wage, thereby creating greater profits at the expense of personal prejudice. Until the cost of hiring women does not produce excess profits, wage gaps and discrimination will continue to exist.

Co-workers and consumers can also contribute to the wage gap. A male worker who does not want to work with females may demand a higher wage, which offsets any marginal profits acquired by hiring women. Similarly, a consumer who believes that only men are capable of providing services of value will not purchase these services from a woman unless there is a considerable potential for financial savings. This forces employers, who may not have any employment prejudices, to hire only male workers to provide the prejudiced consumer with goods and services.

D. Wage Discrimination

Although wage discrimination is illegal, there still exists a large wage gap between white males and women and minorities. For example, in 1984, full-time working women with college degrees earned $19,855. Men who worked full time during the same period earned $22,312 with only a high school diploma. Various reports indicate that women today earn from 64% to 70% of the wages paid to white males, whereas in 1955, women earned 63%. Despite affirmative action programs implemented by state and local governments, women workers in female-dominated occupations still earn 5% to 20% less than men in comparable jobs. Also, as men and women gain experience in their respective occupations, men's salary increases tend to rise at a greater rate per year than women's.

Women's jobs are important to their families' economic survival. According to recent U.S. Department of Labor information, married women contribute an average of 26.7% of the family's income. Minority women contribute much more, as much as 69%. In the end, intense economic and social pressures often force a woman to take any job, no matter what the status or pay scale.

IV. Process of Change

For women to achieve occupational and salary equity, society must change its values and methods for allocating human capital. Despite many attempts to rectify wage discrimination, the wage gap has shown only a slight tendency to narrow. On the other hand, women's political activism has caused society to become gradually less tolerant of wage disparities between men and women. Greater acceptance of women as co-workers and employees will ultimately reduce employment prejudices, wage discrimination, and occupational segrega- tion. Also, as the number of women in the workforce continues to grow, to more than half of all workers by the early 1990s, employers will be forced to equalize wages as the labor supply of white males dwindles.

A. Legislation

The federal government has passed legislative acts designed to protect workers and provide equal and fair treatment for all regardless of race, sex, color, religion, or national origin. In addition, Presidential executive orders protect employees from employment and wage discrimination while working for governmental contractors. State governments are also passing legislation that provides for equal pay, affecting businesses and industries not effected by federal laws. In the late 1970s, for example, the state of Washington passed and implemented a comparable worth bill that cost $75 million in adjusted and back wages.

B. Education

As women become better educated, greater numbers are moving into managerial and white-collar occupations, contributing to narrower wage differentials. Women in unions are improving their wage-earning capabilities at a faster rate than non-union women. Current statistics indicate that younger women have a narrower wage gap than older women, a result of better education and social changes. Statistical trends indicate that these younger women will maintain this advantage throughout their lifetime.

C. Research

Businesses, governments, and economists are studying the impact of comparable worth issuesat an increasing rate. Theorists argue that wage discrimination is artificially induced and that comparable worth strategies can correct pay disparities.

Proponents say that jobs should be evaluated on skill, responsibilities required, mental demands, accountability, and working conditions and not on irrelevant criteria. These proponents suggest that different occupations can be compared and evaluation criteria established to determine a standardized job value. This value would be indexed for salary purposes, removing wage differences among occupations considered socially equal. Indexing methods outline a particular job, define standardized tasks, and assign a value for each task; the totals are tallied and used as a basis of comparison. This permits researchers to compare non-identical jobs using an objective index, thereby determining the value of human capital in the labor market while eliminating bias and stereotypes. Study results will encourage change as people react to wage discrimination through union and legal action.

V. Results

Recent media reports suggest that although wage differentials have narrowed only slightly since 1955, the changes in the past several years indicate a continued trend toward closing the gap. Other reports show younger women as the primary beneficiaries of this trend, with their salaries representing more than 75% of male wages.

Women are now entering less traditional jobs, a contributing factor to improved earnings and equal opportunities. As women stay in the work force for longer periods of time, they will maintain the advantages won through education and experience.

Conclusion

Women are often faced with artificial economic barriers that prevent them from improving their socioeconomic status. Equal pay for equal work and comparable worth strategies such as job indexing, enforcement of legislation, and improved awareness of economic need provide them a chance at economic self-sufficiency.

Comparable Worth Issues

I. Definitions
II. Comparable Worth Legislation
III. Comparable Worth Problems
IV. Process of Change
V. Results

Definitions

A. Comparable Worth
B. Pay Equity
C. Employment Discrimination
D. Wage Discrimination

Comparable Worth Legislation

A. Equal Pay Act of 1963
B. Civil Rights Act of 1964

Comparable Worth Problems

A. Occupational Segregation
B. Lack of Education and Training
C. Employment Prejudices
D. Wage Discrimination

Process of Change

A. Legislation
B. Education
C. Research

Comparable Worth Resources

This list offers some of the various agencies and organizations that can provide you with additional information on comparable worth, nontraditional occupations, and other equity related topics.

Federal Offices/Agencies

Equal Employment Opportunity Commission

EEOC
Richmond Area Office
400 N. 8th Street, Room 6206
Richmond, Virginia 23240
(804) 771-2692

EEOC
Washington Area Office
1717 H Street, NW, Room 402
Washington, D.C. 20006
(202) 653-6197

EEOC
Norfolk Area Office
200 Granby Mall, Room 412
Norfolk, Virginia 23510
(804) 441-3470

U.S. Department of Labor

U.S. Department of Labor
Office of Federal Contract Compliance Program
Washington, D.C. 20210
(202) 523-8743

Contact this office in relation to a violation of non-discrimination clauses in federal contracts.

Women's Bureau
U.S. Department of Labor
Washington, D.C. 20210
(202) 523-8743

This office gathers and distributes information about women in the workplace.

National Labor Relations Board

National Labor Relations Board
Regional Office
109 Market Place
Suite 4200
Baltimore, Maryland 21202
(301) 962-2822

National Labor Relations Board
1717 Pennsylvania Avenue, NW
Washington, D.C. 20570
(202) 632-4950

Contact these offices for problems or complaints regarding unions. Discrimination within a union is considered to be an unfair labor practice.

Office of Civil Rights

Office of Civil Rights
Department of Health and Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Contact this office to reference laws concerning educational and other civil rights matters.

State Government Offices/Agencies

Virginia Department of Education

Office of Vocational Gender Equity
P.O. Box 6Q
Richmond, Virginia 23216
(804) 225-2079

Virginia Department of Labor

205 N. 4th Street
Richmond, Virginia 23241-0064
(804) 786-2381

Council on the Status of Women

Commonwealth of Virginia
8007 Discovery Drive
Richmond, Virginia 23229-8699
(804) 662-9200

Non-governmental Agencies

National Commission on Working Women of Wider Opportunities for Women

1325 G Street, NW
Lower Level
Washington, D.C. 20005
(202) 737-5764

The commission was created to focus on the needs and concerns of the approximately 80% of women in the work force who are concentrated in low-paying, low-status jobs in service industries, clerical occupations, retail stores, factories, and plants.

Women's Research and Education Institute

Congressional Caucus for Women's Issues
204 Fourth Street, SE
Washington, D.C. 20003

This is a nonpartisan research arm of the bipartisan Congressional Caucus for Women's Issues.

Mid-Atlantic Equity Center

The American University
5010 Wisconsin Avenue, NW
Suite 310
Washington, D.C. 20016
(202) 686-3511

This office provides resources, speakers, and instructional support for all types of equity activities, including gender, language, race, and national origin.

Displaced Homemakers Network

1411 K Street, NW
Suite 930
Washington, D.C. 20005
(202) 628-6767

Women's Resource Center

University of Richmond
Richmond, Virginia 23173
(804) 289-8020

Comparable Worth Glossary

Comparable Worth:	a process of eliminating wage differentials that cannot be accounted for by productivity-related job characteristics
Employment Discrimination:	the practice of denying one class of people access to higher-paying jobs solely or partly on the basis of social characteristics, such as race, sex, religion, or national origin
Employment Prejudice:	the expression of personal or institutional prejudices which limits employment opportunities due to social characteristics
Occupational Segregation:	the separation of sexes because of job requirements, whether real or perceived
Pay Equify:	the practice of paying people in the same job the same wage, considering that all other influencing factors are equal
Traditional Occupation:	an occupation in which 75% or more of an occupation's employees are only one gender
Wage Discrimination:	the practice of paying the individuals of one social category less than individuals of another social category for reasons not related to their occupations

A Limited Bibliography on Comparable Worth

Hollenbeck, John R., and others. *Sex Differences in Occupational Choice, Pay, and Worth: A Supply-Side Approach to Understanding the Male-Female Wage Gap.* Personnel Psychology; Vol. 40, No. 4, pp. 715-43, 1987.

A technical study of wage differentials using supply-side economic approaches. Results suggest that much of the wage gap can be attributed to outcomes other than pay and gender-related differences.

Larwood, Laurie, Ann H. Stromberg, and Barbara A. Gutek, ed. *Women and Work: An Annual Review, Volume 1.* Beverly Hills: Sage Publications, 1985.

Women and Work is a collection of issue papers highlighting important women's work topics, including wage differentiation, working women and the family, women in toxic working environments, and federal job training policies. The articles are thorough and cite many valuable studies on women and work.

Reskin, Barbara F., and Heidi I. Hartmann, ed. *Women's Work, Men's Work: Sex Segregation on the Job.* Washington, D.C.: National Academy Press, 1986.

This publication reports on job segregation and its impact on women. It examines various influencing factors that direct women into certain types of occupations and employment tracks. Full of useful statistics and interesting perspectives.

Rix, Sara E., ed. *The American Woman 1987-88: A Report in Depth.* New York: W.W. Norton and Company, 1987.

Authoritative source of current information on the status of women, including topics like marriage and divorce, employment, economics, politics and much more.

Treiman, Donald J., and Heidi I. Hartmann, ed. *Women, Work, and Wages: Equal Pay for Jobs of Equal Value.* Washington, D.C.: National Academy Press, 1981.

This publication reports on the issue of comparable worth, how to define it, and what policy steps will be needed to implement it throughout the country. Various studies and statistics are cited to describe the issues involved.

U.S. Department of Labor, Women's Bureau. *WINC Curriculum Guide.* Washington, D.C.: U.S. Government Printing Office, 1984.

The Women in Nontraditional Careers (WINC) Curriculum Guide was developed to help educators increase young women's knowledge of opportunities in the world of work and promote proper life and career planning.

Virginia Law Women, University of Virginia Law School. *Your Legal Rights as a Woman: A Handbook for Virginians.* Charlottesville: Virginia Law Women, 1984.

A handbook that outlines current civil rights and equity related legislation and its application for Virginia's women.

Presenter's Evaluation

In order to improve the in-service package you have received, we ask that you take a few minutes to complete this evaluation. Please return the completed evaluation in the enclosed self-addressed envelope.

Date: ______________________
Name: ______________________
School: ______________________
Address: ______________________
City: ______________________ State: _____ Zip: ______________
Phone: (_____)______________

1. Did you find the subject matter of interest?
   a. very interesting
   b. moderately interesting
   c. of little interest
   d. of no interest
2. Was the in-service package up-to-date and timely?
   a. very timely
   b. moderately timely
   c. not at all timely
3. Was the level of difficulty appropriate?
   a. too complex
   b. appropriate
   c. too simplistic
4. Was the length of time suggested for your workshop appropriate?
   a. too lengthy
   b. appropriate
   c. too short
5. How would you rate this in-service package?
   a. extremely beneficial
   b. beneficial
   c. somewhat beneficial
   d. not beneficial
6. What other resources would you find helpful?
7. How would you improve the in-service package?
8. What other topics would you like covered as in-service packages?
9. How did you become aware of this in-service package?

Please use the back for additional comments or suggestions. We appreciate your interest in the **Virginia Gender Equity Resource Center** and its services.

Participant's Evaluation

In order to improve this in-service presentation, we ask that you take a few minutes to complete this evaluation. Please return the completed evaluation to the workshop leader before you leave. Thank you for your cooperation.

1. Did you find the subject matter of interest?
   a. very interesting
   b. moderately interesting
   c. of little interest
   d. of no interest

2. Was the in-service presentation up-to-date and timely?
   a. very timely
   b. moderately timely
   c. not at all timely

3. Was the level of difficulty of the subject matter appropriate?
   a. too complex
   b. appropriate
   c. too simplistic

4. Was the length of time allotted for the presentation appropriate?
   a. too lengthy
   b. appropriate
   c. too short

5. How would you rate this in-service presentation?
   a. extremely beneficial
   b. beneficial
   c. somewhat beneficial
   d. not beneficial

6. How would you improve the in-service presentation?

7. What other resources would you find helpful?

8. What other topics would you like covered as in-service presentation?

9. Additional comments:

Thank you for your interest and cooperation. For further information on this topic or other gender equity topics, contact the **Virginia Gender Equity Resource Center**.